

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE



INSPECTION REPORT

2017-2018

Elite
English School

Celebrating
10 years of
inspections

ELITE ENGLISH SCHOOL

INDIAN (CBSE) CURRICULUM

المعرفة
Knowledge

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School information

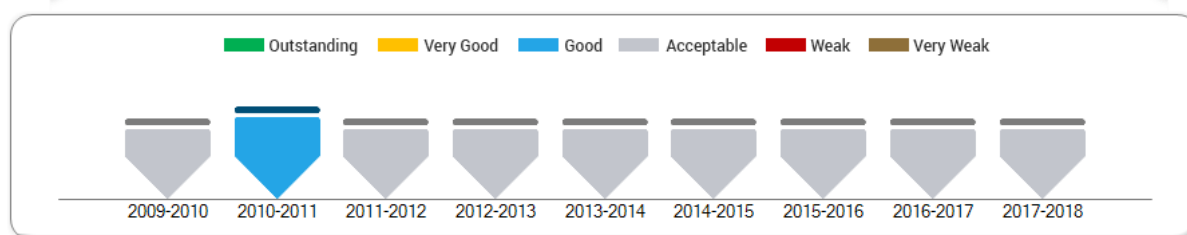
General information	
Location	Al Waheda
Type of school	Private
Opening year of school	1992.
Website	www.eliteenglishschool.com
Telephone	04-268-8244
Address	P. O. Box 51212
Principal	Mrs. Vatsala Mathai
Principal - Date appointed	10/1/2017
Language of instruction	English
Inspection dates	02 to 05 October 2017

Teachers / Support staff	
Number of teachers	71
Largest nationality group of teachers	Indian
Number of teaching assistants	18
Teacher-student ratio	1:25
Number of guidance counsellors	1
Teacher turnover	8%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1- Grade 12
Number of students on roll	1769
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	35
Largest nationality group of students	Indian

Curriculum	
Educational permit / License	Indian
Main curriculum	CBSE / CBSE
External tests and examinations	CBSE. ASSET
Accreditation	CBSE
National Agenda benchmark tests	ASSET

School Journey for Elite English School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities. Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Elite English School was inspected by DSIB from 02 to 05 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders have a strong commitment to inclusion. Staff members feel valued. Self-review provides an adequate basis for development planning. The school has a highly positive relationship with parents. The new governing body has made a good start to their strategic role and holding leaders to account. The school runs smoothly and the premises provide a clean, safe, pleasant and adequately resourced environment for learning.

Students' achievement

Students' achievement in the key subjects and across phases is broadly acceptable. Children make a good start in the Kindergarten in learning English. Achievement in English in the secondary phase is better than in the middle and primary phases. In other subjects, students typically make acceptable progress, although there are weaknesses in the secondary phase in Islamic education and Arabic.

Students' personal and social development, and their innovation skills

Students have positive attitudes. They behave very well and contribute to the harmonious atmosphere. They have a strong work ethic and understand the importance of a healthy life style. Students have a secure understanding of how Islamic values have an impact on daily life within the UAE. Students have sense of community responsibility. Their innovation skills are improving.

Teaching and assessment

Teachers in the secondary phase engage students by using open-ended questions that challenge them to think deeply. This approach is evident in the Kindergarten but less so in the other phases. Across the school, staff rarely use assessment information to pitch work at an appropriate level and their feedback does not identify students' next steps in their learning.

Curriculum

The curriculum offers a reasonable range of subjects and additional activities. Reviews which take account of assessment information, identify gaps in students' learning, and lead to changes in the planned curriculum, are at a very early stage. Opportunities for enterprise, innovation and creativity are increasing. However, there is limited adaptation of the curriculum to meet the needs of students of all abilities

The protection, care, guidance and support of students

Students feel safe and are looked after well. They are properly supervised around the school and on the very well organised school buses. Older students benefit from high quality personal and academic guidance. Students with special educational needs or disabilities, rightly, work alongside their peers. However, teachers typically do not have the necessary skills to support them during lessons.

What the school does best

- The effective teaching and students' good learning skills in the secondary phase, which contribute to their good progress in English.
- Students' positive attitudes and strong work ethic, together with their secure understanding of Islamic values and their sense of responsibility for the environment.
- The attention given to ensuring students' health and safety.

Key recommendations

- Accelerate students' progress across the key subjects by ensuring that teachers:
 - avoid setting the same lesson activities for all students and do not dominate lessons by talking too much
 - match teaching in the primary and middle phases to students' different abilities, so that each student achieves their highest potential
 - develop the skills and confidence needed to support students with special educational needs during lessons.
- Refine the assessment procedures by:
 - ensuring that assessment information is analysed and interpreted accurately to provide a clear view of the progress of individual students and classes through each grade and phase
 - using assessment information to review the effectiveness of the teaching and plan initiatives for improvement
 - ensuring that teachers monitor students' progress during lessons and tell students the next steps they should take to improve
 - comparing students' results on internal and external assessments with their scores in the cognitive abilities tests to find out the extent to which they are achieving their potentials
 - sharing academic targets with students and parents.
- Ensure that the curriculum in the Kindergarten has a clear rationale that:
 - identifies the key knowledge, understanding and skills that children are intended to acquire as they move through the phase
 - provides a secure basis for assessing children's progress and attainment.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable	Weak
 Arabic as a first language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Weak
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Weak	Weak	Weak

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Weak ↓	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Good ↑

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test. In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the school's success in meeting the National Agenda Parameter (NAP) targets:

- Students' attainment, based on the National Agenda Parameter (N.A.P) benchmark tests, is below expectations in English, mathematics and science.
- The school meets the registration requirements for the 2018 N.A.P.
- The leadership team is aware of the outcomes of the N.A.P tests and recognises the need for efficient training on data analysis.
- Comparison between cognitive ability tests, internal assessment and benchmark tests is yet to become a routine for identifying strengths and weaknesses.
- Analysis of the N.A.P data is in an early phase of influencing curriculum adaptations.
- The middle leaders work with teachers in English, science and mathematics to increase the level of challenge and the quality of critical thinking activities in lessons for high achieving students.
- The individual reports on students' learning and the use of digital and paper-based resources to enhance their research skills need further development.

Overall, the school's provision for achieving the N.A.P targets is below expectations.

Moral Education

- The moral education programme curriculum follows the requirements of the UAE's moral education programme learning outcomes. It is integrated appropriately with the school's curriculum framework with a well-defined scope and sequence.
- Teachers have secure subject knowledge and try to make lessons personalised for most students with the use of supplementary resources and real-life examples.
- Students occasionally share their prior knowledge and understanding. They collaborate to explore and apply their understanding to personal, local and global contexts.
- Students' learning is assessed formally. The assessments take account of how students feel, think and act and the results are reported to parents as part of students' personal and social outcomes.

The school's implementation of the moral education programme is developing.

Social Studies

- The social studies curriculum follows the requirements of the UAE's social studies learning outcomes. It is broad and balanced with meaningful cross-curricular links.
- Teachers use the UAE social studies textbooks to plan appropriate, engaging lessons and provide learning environments that stimulate students and enable them to be successful.
- Students occasionally share their prior knowledge and understanding. They collaborate productively to do basic research and make valid connections to the real world.
- Assessments of learning UAE social studies have limited use as measures of progress. Consequently, the needs of all groups of students are not adequately met.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- The Innovation Club acts as an incubation centre for students to brainstorm creative ideas and work on new initiatives. For example, students in Grade 9 built a model where electricity could be generated by pedalling a bicycle.
- English teachers in the secondary phase are developing their use of open-ended questions to challenge students to develop higher order reading and analytical skills.
- Most teachers do not promote innovative learning skills because their lessons are too tightly controlled; students complete the same tasks, which limits their ability to innovate.
- Innovation is more evident in the science curriculum, where students explore issues related to the UAE, but in other curricula the promotion of research and enterprise is embryonic.
- Leaders and governors share their vision regarding innovation with parents and students. Staff training has included strategies for promoting innovative skills, but innovative teaching strategies are not promoted consistently across the school.

The school's promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↑	Acceptable	Weak

- Students' attainment levels on internal assessments are in line with the expectations of the Ministry of Education curriculum across all three phases. However, in the secondary phase, their progress is weak because students are not given enough time to be involved actively during lessons.
- Skills for the recitation of the Holy Qur'an are underdeveloped among middle and secondary students. Their progress in lessons is appropriate when they learn topics suitable to their ages. Some students do not make contributions to classes. Students are able to reflect the values they learn during their daily practices.
- Students frequently practise their prayers. This is resulting in better progress in this regard, but not in all phases.

For development

- Improve the secondary students' progress by engaging them more in lessons and encouraging them express their own thoughts.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑	Weak

- The primary and middle school students acquire adequate skills in listening, speaking and reading, particularly when speaking words that occur frequently. Their progress is slower in the secondary phase, due to the less engaging teaching strategies.
- Students develop appropriate competence in most of the skills. However, their writing is less than secure. Some students have limited abilities that constrain their skills in speaking and writing complex sentences.
- Collaborative learning strategies to engage students more have been recently introduced, but the impact of this not yet evident across the phases.

For development

- Ensure that students are engaged and active learners, rather than passive, so they make quicker progress.

		KG	Primary	Middle	Secondary
English 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

- Many children in the Kindergarten start school with very little English. They make rapid progress in speaking, although their listening, reading and writing skills develop more slowly. Secondary students make better progress because of the greater degrees of challenge and choices of topics they can study.
- In the primary phase, students speak well and most can read and understand texts and extract information. Secondary students have more opportunities to explore their learning in depth when they are encouraged to speculate and interpret meaning. The higher ability students are not sufficiently challenged in all four phases.
- Strategies to improve students' verbal reasoning skills in preparation for the PISA benchmark tests are insufficiently focused on the needs of boys, who under-performed in the previous tests.

For development

- Challenge higher ability students in all phases with reading and writing tasks which allow them to work at their own levels.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students' attainment and progress are broadly in line with the curriculum expectations. Students' progress in the application of their mathematical skills to new aspects of the subject improves in the secondary phase.
- Students' skills of manipulating numbers and applying formulae are evident across the phases. Their skills of problem solving, particularly in real-life contexts, and recognising patterns and relationships, are developing at slower rates.
- While subject leaders understand the importance of data analysis to inform modifications to teaching and learning strategies, and adaptations to the curriculum, the impact of such analysis is not wholly apparent.

For development

- Ensure that there is consistency in the level of challenge across all year groups and continue to improve students' critical thinking and problem-solving skills.

		KG	Primary	Middle	Secondary
Science 	Attainment	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Progress in science is no better than acceptable across the school because teaching does not provide enough opportunities for students to learn from practical, hands-on experiences.
- In Kindergarten, children develop their science vocabulary, for example by comparing living things and talking about them. However, because of the teachers' limited expectations and understanding of age-appropriate science, the children do sufficiently develop investigation and problem solving skills.
- Recent changes in approaches to teaching in the primary and middle phases are starting to improve students' critical thinking and investigative skills.

For development

- From an early age, plan and teach students the scientific knowledge and skills that they will need to succeed in and beyond school.

	KG	Primary	Middle	Secondary
Learning Skills	Acceptable	Acceptable	Acceptable	Good

- Students in the secondary phase are beginning to take responsibility for their own learning, particularly in English and when conducting practical work in science. Most middle and primary aged students are passive learners. In Arabic lessons they work collaboratively in groups and are developing their communication skills.
- Most students are keen to learn and can relate their learning to the world beyond school when given opportunities to do so. Collaborative learning is limited when groups are too large or where space is restricted. Too often, students lack the necessary time to reflect upon their learning.
- There has been a significant increase in group learning activities, although students do not fully understand how to work together to develop thoughtful analysis. Middle and secondary aged students work independently when they use tablet computers in lessons.

For development

- Increase students' responsibility for their own learning and allow them to work productively in groups and do independent research.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good

- Students have positive attitudes towards every aspect of their school lives. Members of the students' council and class monitors willingly take on responsibilities to help ensure good behaviour.
- Students enjoy cordial relationships with their peers and teachers. A 'buddy' system strengthens the relationships between students who help one another in their learning and personal development.
- Students' knowledge and understanding of health issues are developed well through a series of orientation programmes that secures their commitment to adopt healthy eating habits. Classmates help each other in keeping a check on eating habits.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students reflect good Islamic values in their daily lives across all the phases. Kindergarten children celebrate other cultures and contribute to displays in their classrooms and corridors. Older students know the famous mosques in the UAE. They are convinced that the development of Dubai goes along with respecting the values of Islam.
- Across the school, students respect the UAE's culture and Islamic values. They are confident when talking about the culture of the UAE, and its main features. They can give examples of how the UAE has developed. Students across all phases know the different landmarks, and cultural and tourist attractions such as forts, the Al Bastakiya area and many modern buildings.
- Students are well aware of their own culture and respect their own traditions. Students have a reasonable understanding and awareness of other cultures, although their understanding of the similarities and differences between cultures is not adequately developed.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Good

- Students demonstrate a strong work ethic and sense of community responsibility as they participate enthusiastically in social entrepreneurship activities. Their innovation skills are increasing. Their recent innovative ideas include creating costumes out of waste and a bio-gas project.
- Career counselling and job shadow programmes expose the students to the environment of different industries and help them in analysing their strengths and aptitudes when making career choices. Students' entrepreneurial skills are not well established in the primary and middle phases.
- Students take the initiative in clean-up campaigns in the neighbourhood. They keep their classrooms and school litter free by depositing all waste in the respective bins. Students in the secondary phase have a basic understanding of carbon emission levels and their negative impact on the environment.

For development

- Develop enterprise skills in the primary and middle phases.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Secondary teachers use open-ended questions to engage students and develop higher order verbal reasoning skills. Middle and primary teachers often use closed questions and direct these at specific students. The KG teachers, for the most part, engage with children at appropriate levels matched to their developmental stages.
- Teachers' subject knowledge is secure overall and most teachers make effective use of resources to engage students. Differentiation of challenge is planned but is sometimes not well matched with students' abilities. Too often, the same task is set for all students and their teachers talk for too long.
- Students with SEND have been integrated into the mainstream classes. Generally, teachers do not have the skills to design learning activities matched to these students' specific needs. Teachers have started to promote critical thinking, but there are missed opportunities for students to take responsibility for their own learning.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak	Weak	Weak

- Internal assessments of learning are inconsistent across the phases and provide measures of students' knowledge rather than reliable measures of their progress. There is insufficient use of assessment data to inform adaptations to curriculum, teaching and learning.
- The school conducts internal assessments linked to the curriculum expectations and participates in international benchmarking tests. The analysis of assessment data is very basic and does not provide a sufficiently clear picture about the progress of individual students or specific groups of students.
- The lack of appropriate data analysis limits the quality of teaching and curriculum modification. Proper feedback on students' achievements and guidance on how to improve is underdeveloped.

For development

- Use the assessment data, in particular from cognitive ability tests, to develop better lesson plans to challenge all students and extend their learning.
- Allow students more time in lessons to think and produce evidence of their learning by reducing the amount of time teachers use giving directions.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Weak ↓	Acceptable	Acceptable	Acceptable

- There are weekly opportunities for students to participate in activities such as the environment, arts and craft, and innovation clubs. Additional extra-curricular activities are offered after school hours for students who wish to pursue their interests in chosen activities.
- Curriculum review has started to consider the results of cognitive ability tests and analytical reports of external assessments. However, in KG the medium and long term planning is weak and teachers are unable to provide continuity, and differentiate and cater for all groups of children.
- Information about career opportunities is provided by staff members and by parents from different professions. Job shadow programmes help to guide students in choosing their careers wisely.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- There is some modification of the curriculum in all phases. However, adaptation to meet the needs of the gifted and talented students and those with SEND is not well established.
- Opportunities for enterprise, innovation and creativity are increasing. Whilst not yet embedded in all curricular areas, students are motivated and engaged in challenging and rewarding learning and the opportunity to participate in the Model United Nations.
- In most lessons, links are made between the topic and the UAE. Sometimes these links are tenuous. Examples of stronger practice are the use of visiting speakers from the UAE Chamber of Commerce to bring alive the subject of Arabic.

For development

- Modify the curriculum to ensure students of all abilities are supported and challenged in their learning.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The protection, care, guidance and support of students are good in all four phases. There are effective procedures to ensure that students feel safe. They have the confidence to report any concerns to an adult in school.
- The school provides a safe, secure and hygienic environment for students and staff. Students are properly supervised around the school and on the well organised school buses. The school is accessible to students with a wide range of needs.
- The promotion of healthy lifestyles is a priority for the school. This is developed across subjects and with input from external agencies. Students are taught to eat healthily from an early age, and have easy access to drinking water throughout the day.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Good ↑

- Support is strongest in the secondary phase, where students have opportunities to gain insight into possible careers. Students benefit from high quality personal and academic guidance.
- The recent integration of students with SEND into mainstream classes has identified a necessity for further training of teachers to ensure that the needs of all students are met. Systems for the identification of individual needs are improving, although the identification of gifted and talented students is less effectively done.
- Across the school, relationships between the staff and students are strong. Students respond well to the consistently high expectations of behaviour and regular attendance. Strategies for following up on irregular attendance are robust.

For development

- Ensure that teachers receive better training to support students with a range of learning needs.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The governors' vision of an inclusive school has been furthered through the recent integration of students into mainstream classes. There is a governor with responsibility for inclusive education, with the SEND leader as champion for inclusive education.
- Systems to identify the students' learning or other needs have been established, but occasionally the categorisations are too general. Students are provided with individual education plans, although these are focused on academic and curricular targets and do not take full account of the learning requirements of the individual students.
- Parent partnerships are strong. Parents feel supported by the caring and approachable specialist staff, and they are helped to understand how to work with their children at home. Parents have welcomed the greater integration of students with SEND within the school.
- Curricular modification has been too limited to enable students with SEND to make better than acceptable progress. Teachers have not been sufficiently well trained to meet the diverse needs of their students. Learning support assistants provide effective, personal support.
- Various assessment systems are used to check the academic and developmental attainment of students. However, the assessment information is not systematically analysed to provide a strategic overview of the progress of individuals or of different groups of students.

For development

- Make better use of the information available to develop focused individual education plans for each student.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

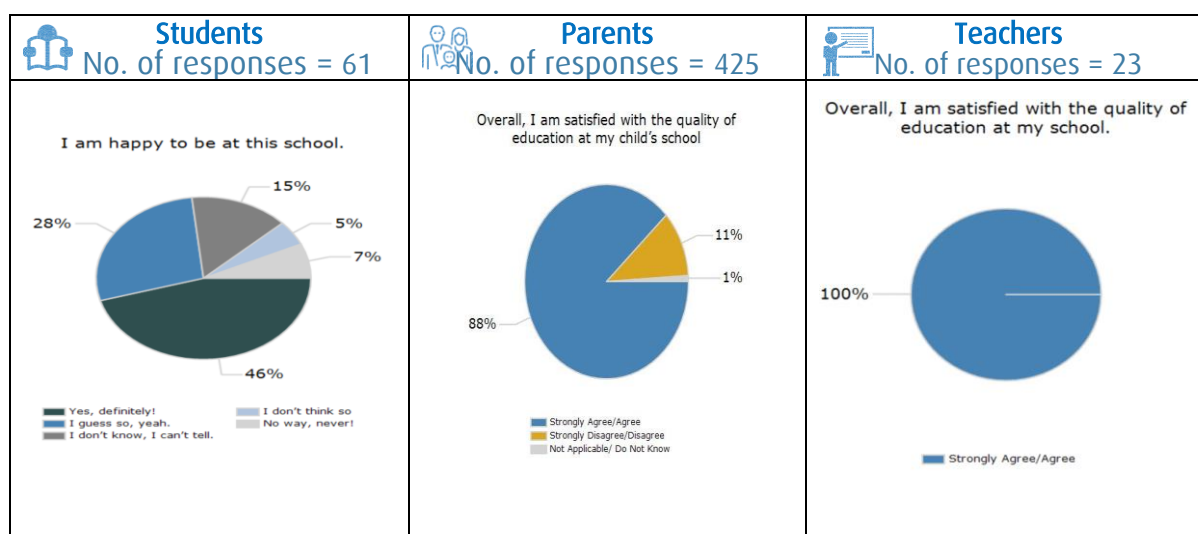
- Senior leaders have a strong commitment to inclusion. Relationships are professional and staff members are valued. Morale across the school generally is high. Leaders are aware of effective teaching strategies and make their expectations explicit to colleagues. The leadership structure identifies lines of accountability, but the role of leaders in ensuring all students do as well as they can is not entirely clear.
- Systems for checking the quality of teaching have been established, although the feedback teachers receive is not consistent. The analysis of classroom observations is at an early stage. Weaknesses in the interpretation of assessment data also constrain self-evaluation. However, informal observations and staff discussions do provide leaders with sufficient information to draw up appropriate development plans.
- The school has positive relationships with parents and their views are taken into account for improvement. In addition, the school has links with another local school that is providing reading guidance for girls in the middle school in Arabic.
- The new governing body has made good start regarding its strategic role and holding leaders to account. Governors are aware of the school's strengths and areas for development. Parents are consulted and their views are taken seriously, for example about the inclusion of students with SEND in mainstream classes. A student attends meetings of the board and provides a useful channel for information.
- The leadership team and support staff, ensure the school runs smoothly on a daily basis. Low teacher turnover helps to promote loyalty to the school. Generally, timetabling makes satisfactory use of space to meet students' needs. The premises provide a clean, safe, pleasant and adequately resourced environment for learning but the outdoor shades are in poor condition. The accommodation is not always efficiently used and the lack of access to modern technology limits students' learning.

For development

- Ensure that leaders at all levels promote students' achievement.
- The governing board should meet more frequently to support the leadership team in improving the school.
- The canopies that provide shade in the playground areas need to be replaced as a matter of urgency.
- Use the premises more flexibly and effectively, taking advantage of all the available space.
- Increase students' daily access to modern information and communication technology.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Too few students responded to the survey to provide a valid picture of their opinions. Their individual concerns were followed up during the inspection.
 Parents	Parents who responded to the survey were generally happy with the overall quality of education their children receive. The inspection agreed with parent's views about the care and support provided, students' personal development and the strong home/school partnership. The quality of teaching and other aspects of the provision were found to be more variable than that indicated by the parent survey.
 Teachers	The views of almost all the teachers who responded to the survey were entirely positive.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae