

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

Inspection Report 2018-2019

Elite English School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



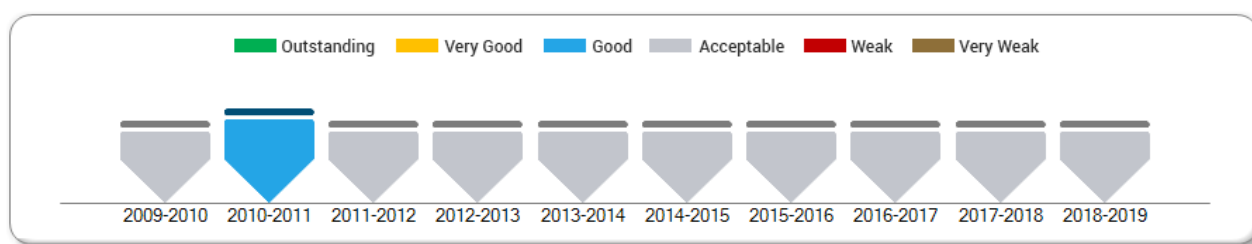
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School Information

General Information	Location	Al Waheda
	Opening year of School	1992
	Website	www.eliteenglishschool.com
	Telephone	00971-4-2688244
	Principal	Mrs. Vatsala Mathai
	Principal - Date appointed	10/12/2002
	Language of Instruction	English
	Inspection Dates:	15 to 18 October 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1797
	Number of Emirati students	0
	Number of students of determination	48
	Largest nationality group of students	Indian
Teachers	Number of teachers	72
	Largest nationality group of teachers	Indian
	Number of teaching assistants	16
	Teacher-student ratio	1:25
	Number of guidance counsellors	2
	Teacher turnover	17%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	ASSET
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET, CAT4

School Journey for Elite English School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' achievement is broadly acceptable overall. In Kindergarten (KG), children's progress is improving in mathematics, and their attainment has improved in science. Attainment in all subjects in the secondary phase remains unchanged. In Islamic education, students' progress in the secondary phase has improved. Attainment and progress remain weak in Arabic as an additional language. Students' learning skills remain good in the secondary phase, and acceptable in the other phases.
- Students behave very well in the nurturing, calming school environment. They have a very good work ethic and strong understanding of how Islamic values impact on their daily lives and on life in the UAE. They have a good knowledge of environmental issues and try to make improvements to the school environment. Their innovation skills are less developed.

Provision for learners

- Teaching is acceptable in the KG, primary and middle phases, and good in the secondary phase, where teachers engage students through better teaching strategies and more focused questioning. The quality of assessment has improved and is now acceptable across the school. It is more consistent and teachers are beginning to use data to improve learning and teaching. However, feedback to students does not always indicate next steps in learning.
- The curriculum, which reflects the school's priorities, provides an appropriate variety of subjects and activities. In KG, it is appropriately focused on the development of skills. Opportunities for enterprise and innovation are included but not used effectively. Modification of the curriculum to meet the needs of different groups of students is developing slowly.
- The school provides a safe environment. Students are supervised well. Personal and academic guidance helps older students to make decisions about careers and higher education. The relationships between students and staff have improved. Students benefit from a nurturing, caring and supportive environment. However, teachers do not have adequate training to enable them to provide skilful, effective support to students of determination during lessons.

Leadership and management

- Morale in the school is high. Senior leaders are committed to the UAE national priorities, in particular inclusion. Strong relationships with parents create a positive environment. The governing body is now more involved with school improvement on a strategic level and is beginning to hold leaders to account. Buildings are of a good standard. The school is adequately resourced and operates smoothly. However, training to develop leadership and teaching skills is insufficient.

What the School does Best:

- Children's good progress in English and mathematics in KG, and students' good attainment and progress in English in the secondary phase
- Students' personal and social development
- The new KG curriculum which is leading to improvement in children's approach to learning
- Provision for the health and safety, care and support of students, and partnerships with parents and the community.

Key Recommendations:

- Improve the quality of teaching to accelerate progress in all subjects, especially in Arabic, by ensuring that teachers match tasks and activities to meet the learning needs of all groups of students.
- Ensure that all teachers make effective use of the improved quality of the available data, in order to determine students' next steps in learning and to reflect these in the learning objectives.
- Develop consistency among leaders at all levels in the accuracy of monitoring of students' progress, related to their potential.
- Improve the quality of provision for students of determination by:
 - developing more effective strategies in personalised planning for individual students in lesson plans
 - providing more targeted support from teachers and support assistants.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↑
 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	Good ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Primary	Middle	Secondary
		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	Acceptable ↑	Acceptable ↑	Acceptable ↑

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable ↑	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	Good ↑	Good ↑	Good ↑	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

For further information regarding the inspection process, please look at ***UAE School Inspection Framework***.

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

meets expectations.

- International assessment data shows marked improvement in the students' overall scores in TIMSS 2015. TIMSS scores were significantly above target in both mathematics and science in grades 4 and 8, whilst PISA scores were well below target in all areas and below 2012 levels. However, the high TIMSS scores are not supported by other, more recent external assessments. When comparing N.A.P outcomes against CAT4 measured potential, students make acceptable progress. The school is now working to make appropriate curriculum changes, which will improve student accessibility to the external tests.

Impact Of Leadership

is approaching expectations.

- The Principal and leadership team fully support the vision and goals of the National Agenda (NA). The NA action plan describes the actions to be taken to achieve the plan's objectives and identifies the success criteria by which outcomes will be judged. The school has begun to use available data to modify the curriculum to align with the requirements of the PISA and TIMSS tests. However, the school is at the early stages of using all available data to ensure the best use of assessment information to improve the quality of teaching and learning.

Impact Of Learning

is approaching expectations.

- Although the school actively promotes in students, skills of enquiry and higher order thinking, teachers do not always take enough account of the needs of different groups of students. The promotion of critical thinking is strongest in English and science. Problem solving in mathematics and opportunities for students to use learning technologies for research are underdeveloped.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Modify the curriculum by taking appropriate action to improve students' language skills.
- Train teachers on how to make the best use of available external data to modify lesson planning and delivery, to meet all students' needs.
- Increase opportunities for students to use technology to support their learning in all subjects, to develop high-quality research, analysis and critical thinking skills, and to experience problem-solving activities in mathematics lessons.

Reading Across the Curriculum

- Reading across the curriculum is gradually improving. Teachers are aware that a lack of skills is hindering students' progress. The introduction of phonics in KG has a positive impact.
- Students have limited confidence when they encounter new words. Teachers are now reading stories to them first, and students are managing to read and learn new vocabulary by sight.
- The library's reading programme engages the majority of students in borrowing books to read out of school. Older students know where to find specific novels and non-fiction books on the library shelves.
- The school's policy on reading is in place and is a valuable document. Displays promote reading effectively.

The school's provision, leading to raised outcomes in reading across the curriculum is Emerging.

For Development:

- Provide training for all teachers on how to teach students the reading skills which they need to support their work in all subject areas.

UAE Social Studies

- UAE social studies is a separate subject, timetabled from Grades 1 to 9. Two periods per week are allocated in all classes. The school follows the Ministry of Education (MoE) curriculum.
- Several activities are used to develop students' creativity, and their enquiry and analytical skills. However, the activities are not consistent across all grades.
- In most instances, students work independently. They also work in groups collaboratively to complete tasks.
- In internal examinations, most students achieve the expected levels. Results show that girls perform better than boys in most classes. Students' progress in written work meets expectations.

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

Innovation

- In a few classes, students lead the learning. The experiences that they gain from events such as science exhibitions and enterprise fairs are not sufficiently influencing their innovative thinking in lessons.
- Students' enterprise and innovation are not well developed. Activities and projects have insufficient impact on the school or the wider community.
- Teachers in the secondary phase, in some subjects, are skilled at asking questions that require considered and creative thought.
- There are few initiatives for innovation, and innovation is not evident in the ethos of the school. Club activities enrich the curriculum once per week.
- The leadership team tries to develop innovative skills through training and enrichment opportunities. However, the collective understanding of innovation is not secure across the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable ↑

- Students across all phases demonstrate acceptable knowledge and understanding of most Islamic concepts that are appropriate to their age. Their progress is consistent across all school phases. It is slightly slower in the development of recitation skills and understanding of Islamic values, especially in the middle and secondary phases.
- Students in all phases show an adequate understanding of Islamic morals, Sunnah, and Hadeeth. They are developing their knowledge of the Seerah and Islamic law. Their progress in developing recitation skills is slow due to limited opportunities for practice.
- Improvements in the quality of teachers' questioning, particularly in the secondary phase, have had a positive impact on progress. Students are developing the ability to link Islamic values to real life.

For Development:

- Improve students' recitation skills and their understanding of the Qur'anic verses, especially in the primary and middle phases.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable	Weak

- Attainment and progress across the phases remain unchanged from the previous report. Students in the primary phase show slow development in listening and speaking skills, due to teachers' frequent use of English. In the secondary phase, students' attainment is beginning to show a very slow improvement.
- Nonetheless, students' attainment is still below expectations in the secondary phase. Writing skills are underdeveloped due to lack of opportunities and constructive feedback from teachers.
- An insufficient level of challenge in lessons and in the internal examinations, together with the lack of effective planning, are hindering improvement. This is particularly evident in the secondary phase, where students are struggling to improve the levels of their language skills.

For Development:

- Provide more opportunities for students to practice speaking and writing skills in meaningful contexts.
- Provide appropriate learning experiences to meet the linguistic needs of students, particularly in the secondary phase.

English

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

- External and internal test results are strong in the primary, middle and secondary phases, indicating higher attainment and more rapid progress than those seen in lesson observations and in students' workbooks. Students are well prepared for the National Agenda Parameter tests.
- Children make rapid progress in spelling and listening in the KG. This slows through the primary and middle phases, where teachers concentrate on the development of writing and reading skills. By the time students reach the secondary phase, their progress and attainment improve, as teachers prepare them for the CBSE examinations.
- The school is prioritising reading and inferential understanding. As a consequence, more students, especially boys, are choosing to read for pleasure. In the early grades, students are being challenged to predict what happens next in a story. By the secondary phase, they give opinions with justifications from the text.

For Development:

- Give greater attention to the language skills being developed in each lesson and address the gender gap that exists in outcomes.

Mathematics

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

- Children in KG engage in practical activities and in associated discussions to develop their mathematical understanding appropriately. In the primary and middle phases, attainment is hindered particularly regarding students' mathematical understanding before they move to written tasks.
- In the KG and primary phase, students understand basic numbers and simple positional language. However, they are less secure with practical problems. Students in the middle and secondary phases understand data interpretation well but are less secure in handling fractions, decimals and ratios.
- The department's system for monitoring teaching and learning is not rigorous enough. It lacks a focus on promoting consistently high levels of students' work and on constructive feedback on students' written work to guide them towards improvement.

For Development:

- Build high expectations for students and ensure that teaching and learning are of a consistently high quality across the school.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Attainment in KG has improved following the adoption of a new curriculum model. Attainment in the primary, middle and secondary phases of the school is only acceptable because of a lack of consistency in the quality of teaching.
- Skills such as critical thinking, research and analysis are improving across the phases but are slightly more developed in the secondary phase. Students do not have sufficient opportunities to make scientific predictions or to develop hypotheses which they can then test and modify.
- Students enjoy positive working relationships with teachers. They respond enthusiastically to opportunities to work on a range of scientific projects, such as developing alternative energy provision. These projects help them recognise the importance of science to their local environment and to the world beyond.

For Development:

- Ensure that all teachers use data to inform planning and target setting.
- Provide students with the scientific knowledge and learning skills that meet their needs.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good

- The development of learning skills is strongest in secondary English and science. In these subjects, students have more opportunities to engage in their learning and to collaborate. Problem solving and critical thinking are features of these lessons.
- The development of learning skills in the primary and middle phases is slowed down by activities which are directed by teachers. Students have limited opportunities to collaborate and carry out research using technology. However, they can make strong connections with real life and the UAE.
- Children in KG have new opportunities to engage in a variety of thematic activities. However, they do not have opportunities to follow their own interests and ideas. Across the school, critical thinking and problem-solving skills are not well developed.

For Development:

- Allow students to take greater responsibility for improving their own performance throughout the school, and to be active participants in their own learning.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good

- In all phases, students have positive and responsible attitudes and are respectful towards one another. This is particularly the case in the secondary phase, where students see themselves as role models for younger students and behave accordingly.
- The level of attendance, which is very good in the secondary phase and good elsewhere, is indicative of the high value which students and their parents place on education.
- The school's initiative to promote healthy living is organised well and effective. Senior students are ambassadors for healthy living among their fellow students.

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

- Students show a good understanding of Islamic values, across all phases.
- Students participate actively in national celebrations and in a range of activities that promote caring and sharing. They take pride in their own cultures. They show respect to other nationalities and religions in the school. However, their understanding of world cultures is limited.
- There is a slight improvement in students' understanding of the impact of Islamic values on the modern society of the UAE and in their knowledge of Emirati culture, especially in the middle and secondary phases.

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

- Across the phases, students are aware of their responsibilities in taking care of the school. They take pride in the good appearance of the school buildings and open spaces. Secondary students, particularly the members of the student council, provide effective leadership in this regard.
- Students display a positive work ethic and enjoy participating in projects and in working together on them. On a few occasions, they take the lead. More often, they rely on adults for ideas and guidance.
- The increased focus on enterprise and entrepreneurship does not have a significant impact on students' learning, nor does it provide social benefits for the school or the wider community.

For Development:

- Extend students' activities as volunteers to provide greater benefit beyond the school community, especially to others who are less fortunate than themselves.

3. Teaching and assessment

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

- The quality of teaching is strongest in the secondary phase, especially in English and science, where teachers use successful strategies to engage their students in learning and provide good opportunities to deepen their thinking.
- In the other phases, teachers have adequate subject knowledge and make best use of the limited resources which they have. Lesson planning does not support students' progress well. Lessons often contain too much for the time that is available.
- Teachers are developing their understanding of how students learn effectively. This is particularly true in KG. Enabling students to collaborate in groups is a growing feature of lessons. The benefits of shared understanding have not been extended to smaller groupings, such as pairs.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The school has begun to use reliable benchmark data to identify individual student potential and learning needs. Internal assessments are becoming increasingly reliable, although they are not yet fully aligned to international standards.
- Teachers' use of the available information to facilitate their lesson planning to meet the needs of a wide range of students is improving.
- External assessment information is used to bring about a variety of modifications and improvements to the quality of the curriculum in all phases and subjects, to raise attainment and to develop students' learning skills.

For Development:

- Consolidate the use of external data to improve target setting and lesson planning.
- Enable teachers to make better use of internal assessment data so that they can better plan lessons and provide next steps in learning.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable

- The school has reviewed and developed the curriculum. The results of external benchmarking tests are analysed and the information is used to fill gaps in provision. However, the impact of these changes is not significant enough to affect classroom practices. Cross-curricular links are inconsistently developed.
- The use of Early Years Foundation Stage (EYFS) curriculum as the sole KG curriculum has resulted in developing children's various skills and has enhanced their learning. However, this is still in a transitional stage.
- Older students have good opportunities to prepare for further and higher education. A variety of subject choices and a work shadowing programme permit access to various career paths.
- Moral education is provided to meet requirements.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum adaptation has slightly improved in that an approach to differentiation is now included in lesson plans. However, this is not consistent in all subjects.
- A variety of extra-curricular activities provides students with opportunities to engage in areas of their personal interest. A few innovative projects are taking place, but they are not embedded fully in the curriculum. The study of the UAE culture is consolidated by introducing UAE social studies in KG.
- Planning for intervention is evident in the programmes for students of determination. However, in most cases, they are not consistently effective in reducing barriers to learning.
- The school offers a total of 50 minutes per week of Arabic in KG.

For Development:

- Strengthen cross-curricular links to ensure consistency across the subjects.
- Modify the curriculum more effectively to meet the needs of all students.

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 provision for health and safety is consistent throughout the school. Policies and procedures for child protection and safeguarding are very clear, and all staff have been trained in their application. Students feel confident enough to talk to adults when an issue arises.
- Routine maintenance checks and risk assessments ensure that buildings are well maintained, and that students' movement to and from school buses is safe. Good supervision on stairs and corridors ensures that students' movement is orderly and sensible. There is limited access to upper floors for students with physical disability.
- A healthy lifestyle is promoted from an early age. The school keeps comprehensive and secure records of all incidents relating to the health and well-being of all students.

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

- Relationships between staff and students have strengthened further since the previous inspection, especially in the secondary phase. Both students and their parents are effusive about the guidance and support which they receive. The school has strengthened its provision for careers advice. Any case of bullying is recorded and dealt with appropriately.
- Procedures and strategies for monitoring and improving students' attendance are having a positive impact across all phases. Teachers, particularly in the primary phase, are beginning to take more responsibility for supporting students of determination in their classes.
- The identification of students with gifts and talents is not aligned to the KHDA guidelines. Not all students who need support, or are receiving support, are correctly identified as students of determination, particularly in the secondary phase.

For Development:

- Ensure that students with physical disability have access to the upper floors.
- Revise the school's approach to identifying students with gifts and talents by considering a broader range of natural abilities, rather than focusing on high levels of academic performance.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- Leaders have established an ethos of inclusion across the school. Their self-evaluation of the quality of provision and outcomes for students is too generous. Improvement planning is unnecessarily focused on routine operational matters rather than on important strategic changes.
- Students' individual education plans are too complex. In most cases, students' primary needs are given too little emphasis. Consequently, interventions in class are not consistently effective in removing barriers to learning and in helping students make accelerated progress.
- Communication is a strength of the school's partnership with parents. They are regularly involved in discussions about the provision being made for their children, through quarterly open-house events and through telephone and e-mail contact with key staff.
- Teachers' planning is now more relevant to students' needs. However, it is still not sufficiently personalised. In too many lessons, including those led by specialist teachers, expectations of what students of determination can achieve are too low.
- Students of determination make expected, but not rapid, progress over time. In the arts, the majority makes better than expected progress. School leaders are not currently making best use of baseline data to set challenging but achievable expectations of progress.

For Development:

- Simplify individual education plans so that they are more useful to teachers in all subjects in addressing students' needs and in helping them to make more rapid progress.
- Focus the inclusive education action plan more sharply on raising expectations of achievement and on improving the quality of teaching for all students of determination, especially for those who receive support from specialist teachers and learning support assistants.

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

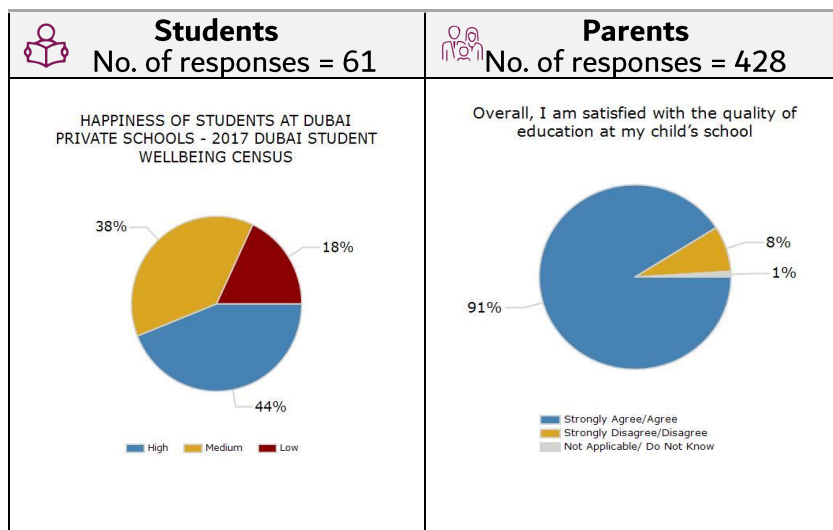
- The principal and senior leaders are committed to the development of the school. Although they focus on inclusion in their targets and development plans, this focus is not fully embedded at all levels, including middle leadership. Leaders have created good morale and developed strong professional relationships across the school. They are aware of best practices in teaching and hold teachers accountable for their performance. However, their evaluation of students' learning and progress is inconsistent.
- The school has a realistic view of most of its key priorities. Senior leaders monitor the quality of teaching and learning, using both lesson observations and data analysis. There are still noticeable gaps between the internal and external examination results. The school improvement plan is not sufficiently focused to have an impact on students' attainment and progress. It lacks sufficiently rigorous measurement and success criteria. The school has made acceptable progress in addressing most of the recommendations from the previous inspection report.
- Parents are welcome in the school at any time. Individual concerns are effectively addressed in a timely manner. Leaders seek to involve parents in the life of the school through focus meetings, but these are not always well-attended. A wide range of effective strategies is used to communicate with parents. Regular parent-teacher meetings are held after each term's assessment. Parents have access to written notes and student report cards at the meetings. Students have limited opportunities to participate in events in the local community.
- The governing body has appropriate representation of stakeholders. Governors consider parents' views of the school, and they have sufficient understanding of the school's work. They hold senior leaders accountable for the school's performance and monitor their actions. They ensure that appropriate resources are available and that the school meets statutory requirements. The governing body has some impact on the overall school performance.
- The senior leadership team, and ancillary staff, ensure that the school runs smoothly on a daily basis. The relatively low staff turnover helps to promote a sense of loyalty and belonging to the school. Generally, timetabling makes satisfactory use of available space to meet students' needs. The premises provide a clean, safe and welcoming environment for learning and teaching. However, training opportunities for teachers and leaders do not fully meet their needs.

For Development:

- Ensure that leaders, at all levels, have a consistent understanding of how to measure students' progress.
- Establish strong links with the local community so that students can have better opportunities to participate.
- Establish more realistic evaluation methods in order to have a more accurate view of students learning and attainment.
- Provide appropriate training opportunities for teachers and leaders at all levels to meet their needs and to support students' learning.

The Views of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 24



 Students	Students report well-being that is generally in line with other students in Dubai. However, there are high levels of stress in a significant minority of students who responded to the survey. Almost a quarter of them have high levels of sadness and worry, and a low level of a sense of 'school belonging'. Inspection activities did not uncover such concerns.
 Parents	Just over half of the parents responded. Almost a quarter think that their children feel sad a lot of the time, and that they worry about things at school. Only a few feel that bullying is an issue. Parents are generally happy with the school, which was reflected in the meeting with a group of them during the inspection.

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