

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

VERY GOOD



INSPECTION REPORT

2017-2018

Delhi Private School

Celebrating 10 years of inspections



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School information

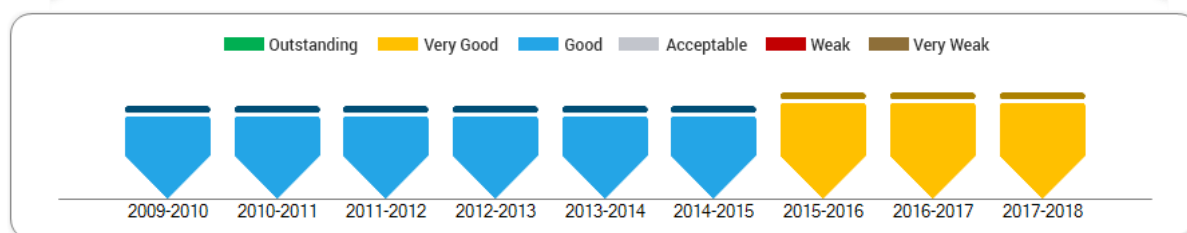
General information	
Location	Jebel Ali
Type of school	Private
Opening year of school	2003
Website	www.dpsdubai.com
Telephone	0097148821848
Address	P.O Box 38321 Dubai
Principal	Mrs Rashmi Nandkeolyar
Principal - Date appointed	4/1/2005
Language of instruction	English
Inspection dates	09 to 12 October 2017

Teachers / Support staff	
Number of teachers	295
Largest nationality group of teachers	Indian
Number of teaching assistants	27
Teacher-student ratio	1:13
Number of guidance counsellors	3
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	3752
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	96
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CAT4, ACER
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for Delhi Private 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

Delhi Private School was inspected by DSIB from 09 to 12 October 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and governance are strengths of the school. Leadership is increasingly distributive, innovative and aspirational. Governance brings wisdom and contextual understanding that ensures the principal is held to account but also supported appropriately. However, Arabic as an additional language remains a concern for the governing board and to the school leaders. Parents have expressed their broad satisfaction with the school and its focus on the social, emotional, and academic development of their children.

Students' achievement

Students' achievement is variable. Strengths are evident in English, mathematics and science, particularly in the secondary phase. However, students in Arabic as an additional language and Islamic education do not achieve the same levels. In particular, there is a weakness in students' attainment levels in Arabic as an additional language.

Students' personal and social development, and their innovation skills

The school prides itself on its successes in the holistic development of all students. Their personal and social development and their understanding and appreciation of the Emirati and other cultures are at the highest levels.

Teaching and assessment

In the best lessons, particularly in the secondary phase, teachers use their expert skills to elicit students' very high levels of knowledge, skills and understanding. These teachers exhibit an astute understanding of their students' strengths and weaknesses and adjust their teaching to meet their learning needs. However, the inconsistencies in teaching practices reduce students' abilities to achieve consistently high levels across the subjects and phases.

Curriculum

The school's broad and balanced curriculum is based on the CBSE. The curriculum is especially strong in the primary, middle and secondary phases. It has been modified to include an additional focus on the development of students' higher order-thinking and enquiry skills. Curriculum adaptation is especially strong in the secondary phase.

The protection, care, guidance and support of students

The school's provision for health and safety remains excellent across the four phases. The school has improved its guidance and support provision, including that for students with special educational needs and disabilities (SEND).

What the school does best

- The school's success in promoting students' personal development
- Students' achievement levels in most subjects
- The inclusive ethos which underpins the effective care and support for students and the very effective provision for those with SEND
- Senior leaders' vision and determination to further improve the school.

Key recommendations

- Accelerate students' progress and raise their attainment in Arabic by ensuring that teachers:
 - focus on developing students' speaking, reading and writing skills
 - raise their expectations of what students can achieve and provide appropriately challenging tasks.
- Improve the curriculum in the Kindergarten (KG) to ensure:
 - appropriate time is spent on the teaching of early literacy, numeracy and scientific skills
 - children have ample opportunities to learn by playing, exploring and choosing how to do things
 - the expectations related to what children know, understand and can do, match best early years practice.
- Improve the quality of teaching in the middle phase, especially in Arabic and in mathematics, by encouraging teachers to share best practice.

Overall School Performance

Very good

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
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	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Very good ↓	Outstanding	Outstanding	Outstanding
	Progress	Very good ↓	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Very good	Very good ↓	Very good ↓	Outstanding ↑
	Progress	Very good	Very good	Very good	Outstanding
Science 	Attainment	Very good	Very good ↓	Very good	Outstanding
	Progress	Very good	Very good ↓	Very good ↑	Outstanding

	KG	Primary	Middle	Secondary
Learning skills	Good	Very good	Good	Outstanding

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Good	Outstanding
Assessment	Good	Good	Good	Very good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↓	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Good	Very good	Very good	Outstanding

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

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

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 impact of the National Agenda Parameter in meeting the school's targets:

- Students' attainment on the National Agenda Parameter (N.A.P) in English, mathematics and science meets expectations.
- The school meets the registration requirements for the N.A.P.
- The school leadership team is committed to the National Agenda and considers the school's vision and mission to be aligned with it, as they echo the aspiration for global citizenship and academic excellence.
- Results from the N.A.P are shared with the senior leadership team, but heads of departments do not include strategies for tracking individual students.
- The school has modified its curriculum based on an analysis of CAT4 and the content domains of TIMSS and PISA. It has shared the analysis and the modifications with the teachers. However, this is still in an early stage of development.
- When teachers provide the opportunity, students demonstrate the ability to use learning technology skilfully to do research, to analyse information and to present findings.
- Students' results on the N.A.P have provided an impetus to the school to enhance students' enquiry and critical thinking skills through the use of technological resources, books and laboratory materials.

The school's provision to achieve its National Agenda targets meets expectations.

Moral Education

- Moral education is taught as a discrete subject and is effectively integrated across all areas of the curriculum.
- It is taught in English to make it accessible to all students. Teachers liaise to ensure consistency and continuity, and they effectively use a variety of resources to engage and motivate students.
- Moral education is increasingly engaging and challenging.
- The assessment of moral education takes account of how students feel, act and think in relation to moral issues.

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

Social Studies

- The UAE social studies curriculum is well-balanced and effective in developing students' knowledge, skills and understanding.
- UAE social studies lessons are taught in English. Teachers plan appropriate lessons and make links to other curricular areas to help students transfer their learning between subjects.
- Students work effectively in groups and increasingly use learning technologies to carry out relevant research.
- A variety of regular assessments provide appropriate measures of students' progress in UAE social studies.

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


Innovation in Education

- Secondary students consistently use technology in lessons. In the lower phases, students are encouraged to bring their own devices, but the use of technology in lessons is limited.
- Initiatives such as the design thinking programme have been introduced to enhance students' enquiry, critical thinking and innovative skills. These programmes elicit technological solutions to major global issues.
- Teachers include opportunities for innovation and critical thinking in their lesson planning. Students reflect on their own work, and their independent learning is evident throughout the school.
- School leaders have introduced a range of innovative initiatives into the curriculum. These initiatives include students' self-evaluation of their higher order thinking skills and an innovative programme to give to others in the Year of Giving.
- School leaders have designed the school's mission to emphasise the need for all students to develop analytical thinking, independent and creative learning, and learning by doing. All of these are precursors for innovative thinking.

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

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good

- In the primary phase, the attainment of a majority of students exceed expectations. They demonstrate good knowledge and understanding of the values of Islam and their application in their daily lives. In the middle and secondary phases, students are not always able to support their views by evidence from the Holy Qur'an and Hadeeth.
- In all three phases, students' acquisition of knowledge is stronger than their application of knowledge in new contexts. Their accurate recitation of the Holy Qur'an is a strength.
- Students have maintained the same achievement levels since the previous inspection. Their good progress over time has not led to improved attainment levels.

For development


- Develop teaching strategies that enable students to use evidence from the Holy Qur'an and Hadeeth to support their views in the middle and secondary phases.

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

- Most students attain levels that are in line with curriculum expectations in the primary phase. The majority of students in the upper two phases attain weak levels. Most primary students can answer direct questions about a familiar text. A majority of middle and secondary students can engage in conversations with appropriate levels of fluency.
- Students' development of listening and speaking skills is generally stronger than their development of reading and writing skills. Students read but do not necessarily comprehend meaning, which is due to their limited exposure to new vocabulary.
- Recent changes made to the teaching strategies have had little impact on students' outcomes. Students do not get enough opportunities to develop their speaking, reading and extended writing skills. As a result, their progress remains at an acceptable level.

For development

- Develop students' speaking, reading and extended writing skills by providing them with more opportunities to practice these skills.

		KG	Primary	Middle	Secondary
English 	Attainment	Very good ↓	Outstanding	Outstanding	Outstanding
	Progress	Very good ↓	Outstanding	Outstanding	Outstanding

- Children in the KG quickly learn to communicate in English and make a good start in developing their reading skills. Students in the middle and secondary phases, make particularly rapid progress in expressing their views orally and in writing fluently and accurately.
- Strengths in students' achievements include their confidence in speaking and their skills in sharing ideas verbally, particularly when working in groups. Students can draw inferences from reading texts. Their handwriting is neat, and their presentation skills are developing very well as they progress through the school.
- Subject leaders have worked to improve students' reading and comprehension. Some newly-adopted initiatives have increased students' love of reading and have led to better progress. The focus on drawing inference from texts has also had a positive impact on students' comprehension and analytical skills.

For development

- Provide more opportunities for students in the primary phase to develop their extended creative writing skills.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Very good	Very good ↓	Very good ↓	Outstanding ↑
	Progress	Very good	Very good	Very good	Outstanding

- In the KG, children demonstrate secure knowledge and understanding in counting, recognising two-dimensional shapes and using simple Venn diagrams. Most students in the secondary phase achieve well above the curriculum standards. In the primary and middle phases, only a large majority of students achieve levels that are above curriculum and international standards.
- Most students across the school acquire the skills of problem-solving and application of learned knowledge in new situations. However, their reasoning and critical thinking skills are less developed.
- Teachers' questioning in lessons is modified to develop students' reasoning skills. However, these modifications have not been effective enough to make an impact on students' attainment and progress, especially in the primary and middle phases of the school.

For development

- Develop students' conceptual understanding, reasoning, and critical thinking by adopting an enquiry-based approach and a more probing questioning technique in lessons.

		KG	Primary	Middle	Secondary
 Science	Attainment	Very good	Very good ↓	Very good	Outstanding
	Progress	Very good	Very good ↓	Very good ↑	Outstanding

- The large majority of the KG, primary and middle school students demonstrate an understanding of scientific concepts that exceeds curriculum expectations. Most secondary phase students show excellent knowledge of scientific theories and very strong investigative skills.
- In the primary phase, students develop understanding of scientific concepts through practical activities using resources from the discovery lab. In the middle phase, students develop investigative skills through the use of technology and design thinking. In the secondary phase, students use their knowledge to solve complex problems and to carry out research.
- Students can use their understanding to solve real-life problems. For example, they can provide ideas to protect endangered animals and conserve ecosystems. In the secondary phase, students analyse information on complex subjects and apply their knowledge and understanding to real-life experiences.

For development

- Provide more opportunities to extend students' critical thinking, enquiry, investigation and independent learning skills in the primary and middle phases.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Very good	Good	Outstanding

- Students are highly-motivated, enthusiastic and eager learners. In the secondary phase, they are extremely self-motivated and take independent steps to improve their work. In the KG and middle phases, students make limited progress due to the lack of independent learning opportunities.
- Students show respect in their dialogue with their teachers and classmates. Older students develop their critical thinking skills very well. Students collaborate well when sharing views and working in groups. In the best lessons, they make connections between their work and real-life situations, especially in science.
- Students' analytical skills are very-well developed. In the best lessons, they are able to question one another, use technology to carry out research and form personal opinions.

For development

- Provide more opportunities for students to develop their independent learning skills, especially in the KG and middle phases.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students are enthusiastic learners who enjoy coming to school. They exhibit positive outlooks and attitudes and arrive to school very well prepared for the day's activities. They are proactive and explore new ways to get involved. They strive to reach their full potential by seeking new challenges. Students consistently cooperate with their teachers and peers. They move between classroom activities without distraction. Almost all follow the classroom rules they have framed. The student council is an empowered body that participates in decision-making across the school, contributing to environmental awareness events and charity drives. The school's environment is conducive to foster healthy eating habits and physically active lifestyles for students in all the phases. Students' participation in various activities and events have improved their concentration and focus on learning. 				

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students' awareness and understanding of Islamic values is exemplary in all the phases. Students fully respect and appreciate the heritage and the culture that influences their everyday life in the UAE. Their knowledge and understanding of other world cultures is well developed. They are also very proud of their own culture. Students across the school demonstrate strong understanding of the values of tolerance and giving, which are features of the Emirati society. This is reflected in their displayed work and their presentations on the influence of Islam on the life in Dubai. The focus of the school on raising awareness of other world cultures has resulted in students' excellent levels of appreciation of cultural diversity and its influence on building futures for them as citizens of the world. 				

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

- Students have led initiatives such as the formation of the anti-bullying committee which has benefited the school community. Students are empathetic to the needs of their peers which is evident, for example, in buddying up with new students to support their induction into the school culture.
- Informative and meaningful assemblies encourage students to contribute to social causes and clean up campaigns. Students set targets and raise funds for Al Noor and Rashid Paediatric Centres. They provide charitable products to ancillary staff to make them feel part of the school family.
- Students' secure commitment to environmental causes is evident in their donating plants and growing them in the vertical garden of the school. Parents support the school in all the 'Green' initiatives and appreciate the e-communication with them that keeps them informed about such initiatives.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Good	Outstanding

- Teachers develop warm, professional relationships with students and manage their behaviour very effectively. Their detailed planning takes account of students' varying needs and abilities. They routinely plan work which involves problem-solving but do not always offer students sufficient opportunities to work independently.
- Teachers in the secondary phase are highly skilled in promoting students' critical thinking. For example, when analysing texts, students are asked to draw inferences, articulate insightful comments, and present their views cogently. In the other phases, teachers' skills in this regard are inconsistent.
- Teachers take students' achievement levels into account when teaching abstract or complex topics. They adjust their teaching strategies to incorporate differentiated tasks to meet the needs of students with different abilities and to enable them to improve their outcomes.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Very good

- The school's internal assessment processes are well developed and consistent across the phases. Students' curriculum expectations are benchmarked against appropriate national and international standards. The school analyses assessment data by gender to determine variations between the performance of boys and girls.
- Although teachers have a developing understanding of students' strengths and weaknesses, this is not used consistently to identify students' next steps for improvement. Therefore, teaching is inconsistent in its approach to improve students' cognitive abilities and to challenge them at the appropriate level.
- Teachers, especially in the secondary phase, increasingly involve students in evaluating their own and their classmates' work. They frequently help students identify links with other subjects and reflect on moral values during lessons.

For development

- Increase the opportunities for students in the primary and middle phases to take responsibility for their own learning and to develop their critical thinking skills.
- Provide individual students with guidance on improvement strategies, especially on their next steps in learning.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↓	Outstanding	Outstanding	Outstanding

- The school aligns its KG curriculum with the CBSE curriculum for Grades 1 to 10 to ensure smooth progression. The curriculum meets the Ministry of Education (MoE) requirements in Islamic education and Arabic. It has a clear rationale and is broad and balanced.
- Transition between the phases is very well planned. Students are offered a wide range of curricular choices. Career counselling sessions enable secondary students to make appropriate career choices.
- Cross curricular links are used extensively to make learning very meaningful to all students. The curriculum implementation links strongly between students' home country and the UAE. Regular curricular reviews ensure that gaps are identified quickly and that modifications are made promptly to enhance students' learning.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Very good	Very good	Outstanding

- The school curriculum provides opportunities for most students to engage in activities that promote enterprise, innovation, and social contribution. A range of extra-curricular activities in the higher grades extend students' learning and interest. However, there are only few opportunities for students to develop their Arabic language skills.
- The curriculum is modified to ensure engagement and challenge for students of all abilities, including those with SEND. However, children in the KG get only few opportunities to develop their problem-solving and investigative skills, and their use of technology to support their learning.
- School initiatives, such as design thinking lessons, enhance students' learning experiences to complement the curriculum requirements. These modifications set higher expectations, particularly for secondary students, to meet international standards in their learning. These modifications are not effectively implemented in the primary and middle phases.
- The school teaches Arabic as an additional language in KG 2 for 35 minutes, once a week.

For development

- Provide more opportunities for students to develop their Arabic language skills and for the KG children to develop their problem-solving and investigative skills.

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

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

- The school's highly effective procedures for health and safety contribute to a risk-free school environment. The school's transport system is highly efficient. A GPS tracking system is used to monitor students' transport on buses to and from the school.
- Students have formed an anti-bullying committee to raise the awareness of the negative effects of bullying. They actively participate in programmes to promote and sustain healthy habits at school and at home. The two clinics keep students informed about current health-related issues through school-wide awareness programmes.
- The premises are well maintained and regularly repaired. Designated personnel regularly monitor the buildings, and staff supervise students at all times to ensure they learn and grow in a very safe environment.

	KG	Primary	Middle	Secondary
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Student-staff relationships are consistently positive throughout the school. The well-established student anti-bullying committee ensures that students in all phases behave very well at all times.
- The school's procedures for identifying students with SEND and those who are gifted and talented are very effective. The increased rigour of systems to support the large majority of students with SEND has led to improved levels in their academic progress.
- A wide range of classroom support accelerates the progress for the large majority of students with SEND and those who are gifted and talented. Students benefit from the very good career guidance the school provides to enable them to make informed choices about their future careers.

For development

- Ensure that all teachers make appropriate modifications to their lessons to support all students with SEND to enable them to improve their progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The experienced leader of the SEND department is the Champion for Inclusive Education in the school. The department is highly committed to enhancing provision for students with SEND. There is a plan for inclusion education in place that identifies priorities such as staff training.
- On admission, students are screened for medical and academic issues leading to accurate identification of need. Students' work is monitored regularly to assess their progress. Diagnostic and CAT4 cognitive assessments are used to aid this process. Teachers' skills of identifying students' needs across the school are developing.
- Parents speak very highly of the SEND department. They report that they feel welcomed in the school and involved in the day-to-day activities. The communication between staff and parents, such as the daily use of the home-school book, keeps parents informed about their children's progress.
- A broad range of curriculum modifications are in place across the school. Almost all the individual education plans (IEPs) are accurate because both parents and students are involved in their formation. The school, however, does not ensure that the barrier to learning is the key element of every IEP.
- Most students with SEND make good progress over time. This is a result of effective individual support both in class and in the occasional withdrawal from class. Record keeping is very detailed and includes examples of students' work. Assessment processes track students' progress and identify the areas they need to improve.

For development

- Ensure that every IEP accurately addresses each student's barrier to learning.
- Improve in-class monitoring to ensure provision for students with SEND is enacted as expected and planned for.

6. Leadership and management

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

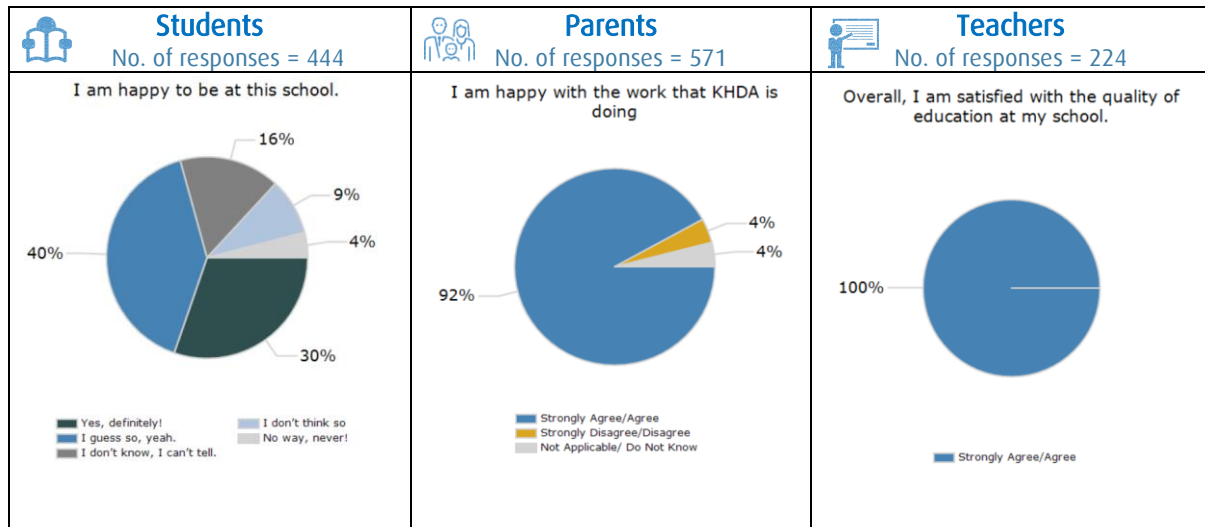
- The principal and her leadership team work innovatively when striving to achieve the aspirational vision of the school. They are strongly committed to developing students' higher-order thinking skills, moral values, and empathy and compassion towards each other. The school leaders are relentless in their endeavours.
- The school has a systematic and very effective self-evaluation process which provides a useful synopsis of the school's evidence about its effectiveness. However, not all judgements made by the school about their level of performance are accurate. Comprehensive monitoring of teaching and learning is focused on the impact of provision on student's academic achievements and personal and social development. Improvement plans are well structured and effectively implemented.
- The school is highly successful in engaging parents in raising academic standards. School leaders consider parents' suggestions in shaping the school improvement priorities. Communication with parents about the school events and their children's progress has been highly efficient. The school's significant social contribution to the local community and its effective partnerships at the national and international levels has enriched students' learning.
- The governing board is highly respected within the school community. Members of the board work to support students' academic progress by holding school leaders to account and by providing all the resources the school requests. They have been successful in most of their endeavours with the exception of improving the provision of Arabic as an additional language.
- The school runs very smoothly day-to-day. Staff benefit from a well-focused professional development programme. There is a good range of resources for all subjects. The libraries are well stocked and the sports facilities are extensive. Older students routinely use their own tablet computers in lessons, but access to technology by younger students is limited.




For development

- Improve the accuracy of the self-evaluation judgments to better reflect the actual levels of school performance.

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	<p>Students who returned the surveys, are generally very positive about the quality of education offered by the school. However, few students have reported that they have limited opportunities to influence school decisions, to learn about Emirati heritage and traditions, and to develop their leadership skills.</p>
 Parents	<p>Most parents who responded to the survey are satisfied with the quality of education at the school, with their children's development of knowledge and skills, and with their children's social, personal and emotional development. Most parents have reported that their children are well supported in their learning. A small minority of them, however, feel that the school does not listen to their views or act on them.</p>
 Teachers	<p>Almost all teachers' responses to the survey are positive. They have expressed that they are very satisfied with the quality of the educational provision, with students' attitudes, behaviour and levels of engagement, and with the quality of the school's leadership. These views are supported by the inspection findings.</p>

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