

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

**Inspection Report  
2018-2019**

**Delhi Private School**

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**CBSE**



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## School Information

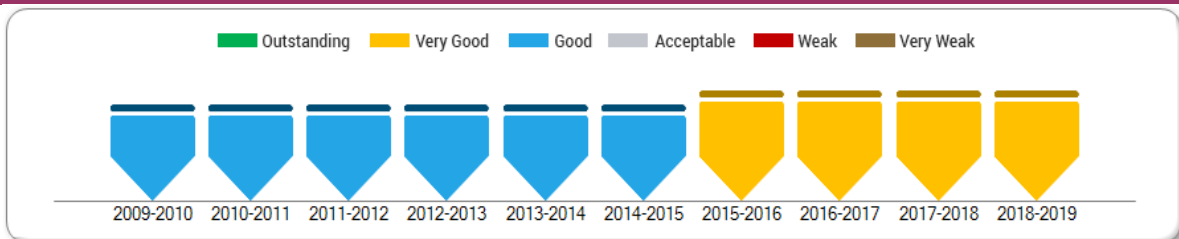
General Information	Location	Jebel Ali
	Opening year of School	2003
	Website	www.dpsdubai.com
	Telephone	0097148821848
	Principal	Mrs Rashmi Nandkeolyar
	Principal - Date appointed	3/22/2005
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018

Students	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	3758
	Number of Emirati students	0
	Number of students of determination	46
	Largest nationality group of students	Indian

Teachers	Number of teachers	288
	Largest nationality group of teachers	Indian
	Number of teaching assistants	26
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	16

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE, CAT4, ASSET
	Accreditation	CBSE
	National Agenda Benchmark Tests	Click here to enter text.

### School Journey for Delhi Private School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Student's academic achievements are very strong across the school in English, mathematics and science. Particular strengths are the outstanding results achieved by senior students. Students do not reach the same high standards in Islamic education and attainment is still weak in middle and secondary Arabic. High standards are also achieved by students in sports and in creative and aesthetic activities. Students' learning skills are very well developed particularly in Secondary.
- Students are developing outstanding personal and social skills. They are eager to learn, very well behaved and have positive relationships with staff and each other. They demonstrate a very good understanding of Islamic values and appreciate Emirati culture, their own and other world cultures. Students take responsibility for charitable fund raising and are aware of major global issues.

### Provision for learners

- Teaching is very well developed in the secondary phase. Teachers are very familiar with the curriculum and know how to meet their students' learning needs. In the other phases, teaching is inconsistent. The school has a sophisticated assessment system which enables teachers to know students' strengths and potential. It is not yet used consistently in all phases.
- The curriculum is broad and rich across the school. It provides a very good blend of the Indian curriculum and UAE requirements. The curriculum is improving in kindergarten (KG) but the recently introduced changes are not yet fully embedded. Teachers adjust the curriculum well to meet the needs of students. The extra-curricular programme provides very good opportunities for students to develop their talents.
- The school provides a safe and welcoming environment for all students. Health and safety policies are effective, and procedures are regularly reviewed. Staff have high expectations of students' behaviour, punctuality and attendance. The school provides appropriate interventions and programmes of support where identified. Teachers offer very effective pathways and vocational guidance for senior students.

### Leadership and management

- The principal inspires the whole school community and is assisted by a strong senior leadership team. The majority of middle leaders have a positive effect on improving practice and outcomes for students in their areas of responsibility. The governors help the school to improve continuously. They take appropriate account of parents' views. Accommodation and resources support the broad curriculum appropriately.

### What the School does Best:

- Very high-quality teaching in the secondary phase which enables students to achieve outstanding results in English, mathematics and science
- An ethos and environment in which students develop strong personal and social skills, caring about one another, the local community and global issues
- A rich and broad curriculum enabling students to develop their creative and sporting talents and to achieve high academic outcomes
- A safe and healthy environment where students can make healthy lifestyle choices
- Very strong and effective governance and leadership which are focused upon improving outcomes for students







### Key Recommendations:

- Improve students' achievement in Arabic.
- Ensure that the very high standards of teaching which are present in each phase are more consistently applied across the school by:
  - making better use of assessment data when implementing lesson plans and making more targeted use of data for individuals and groups of students
  - improving teachers' questioning skills and developing more challenging tasks and activities to develop students' critical thinking skills.
- Simplify the improvement planning process and the number of initiatives which the school undertakes so that teachers have a sharper focus on what they need to do to improve students' outcomes.

## 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
<b>Learning skills</b>		KG	Primary	Middle	Secondary
		Very good ↑	Very good	Very 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	Very good ↑	Outstanding
Assessment	Very good ↑	Good	Good	Very good

## 4. Curriculum

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

## 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

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 for the academic year 2018-2019.

#### School's Progression in International Assessments

**is above expectations**

- The school has achieved its TIMSS individual targets but not its PISA individual targets. Students' scores on TIMSS and PISA have improved between two consecutive cycles of the exams, with the exception of PISA mathematics. Students' most recent achievement scores on NAP are generally in line with their potential, as measured by CAT4.

#### Impact of Leadership

**meets expectations**

- The school has lots of systems in place to monitor students' academic outcomes. They have used students' learner profiles to plan lessons collaboratively in each department and across the phases. The school leadership has made achievement of students on the National Agenda Parameter (N.A.P.) tests a priority by providing teachers with training and by focusing the curriculum on N.A.P. requirements. This is all included in an overarching National Agenda action plan.

#### Impact of Learning

**meets expectations**

- Most of the work students do is teacher-directed. They get opportunities to conduct independent research, but it is at a basic level. Their critical thinking skills are promoted through open-ended questioning rather than through the planned activities. The school has started some new initiatives to promote students' independent learning. The impact of these is inconsistent across the school.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For development:

- Increase opportunities for students to conduct independent research at an advanced level inside and outside the classroom.



## Reading Across the Curriculum

- Data for reading across all phases of the school is strong, indicating outstanding attainment.
- Reading strategies to support decoding, recognition of unfamiliar vocabulary and comprehension are secure. Students' skills in working with a range of text structures in different genres is developing.
- The library plays an important role in motivating students to read, through regular timetabled library sessions and the encouragement of parental involvement in library reading programmes.
- The school is strongly committed to the whole-school development of reading and is aware of the importance of building students' skills in reading across the curriculum.

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

### For development:

- Involve all heads of departments as well as librarians, in identifying key areas of focus, such as text structure, to develop students' skills in reading across the curriculum.

## UAE Social Studies

- The school is effective in adapting the UAE social studies curriculum to provide sufficient challenge and to meet the needs of different groups of learners.
- Learners collaborate and communicate ideas effectively. They can think critically and independently, and their contributions are helpful to others.
- In lessons and internal assessments, the large majority of students attain levels that are above curriculum standards.
- Students' work, internal assessment data and lesson observations indicate that the majority of students make very good progress from their starting points and UAE social studies curriculum standards.

**The school's implementation of the UAE social studies programme is Meeting expectations.**

## Innovation

- Students frequently innovate in class. They have created innovative board games and have developed novel ideas across subject areas in every phase.
- Students take part in competitions which promote innovation. Design thinking, Digital music creation, DIY Makers' day and D' Arts, all trigger innovative ideas.
- Teachers use a range of ways to promote critical thinking, problem solving and creativity in lessons. Some have recently adopted co-operative discussion to develop students' learning skills.
- Opportunities for innovation are embedded throughout the school. They include competitions, the broad range of extra-curricular activities, partnerships with businesses and charitable work.
- The principal and senior leaders promote innovation very well by providing a suitable climate for innovation to flourish and by regularly introducing new initiatives.

**The school's promotion of a culture of innovation is systematic.**

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students' achieve relatively higher standards in the primary phase than in the other two phases. Their knowledge of Islamic concepts and their ability to relate them to the Qur'anic and Hadith texts are slightly deeper than Ministry of Education (MoE) standards.
- Students' ability to discuss Islamic concepts and relate them to real life applications are strengths across the school. Skills of recitation and memorisation from the Holy Qur'an are still underdeveloped.
- There has been some improvement in independent learning in lessons and in linking concepts to practical reality. However, the planned development of students' skills in understanding Qur'anic text and the Hadith has not yet made sufficient impact.

#### For development:

- Design assessments that measure accurately students' levels of attainment. Use these assessments to differentiate learning objectives in order to meet more effectively the needs of different groups of students.
- Integrate recitation and memorisation skills into all lessons.

#### Arabic as an Additional Language

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

- Students' skills in language use are slightly better in the primary phase. Their ability to use language in different contexts to express themselves is weak. Lack of adequate vocabulary inhibits progress and students' acquisition of understandable language.
- In a few classes, high quality teaching produces good student outcomes. However, the large majority is still at the early stages of acquiring appropriate skills in speaking and writing, which are still underdeveloped.
- Students' progress is hindered by the learning environment in classrooms and by the lack of differentiated tasks. Teachers do not use data well to track students' progress.

#### For development:

- Provide more opportunities for students to communicate and use the language in multiple contexts.
- Design differentiated learning objectives and use assessment data to provide students with appropriate tasks.

## English

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

- Almost all students achieve the highest levels in speaking, listening, reading and grammar skills, consistently exceeding international benchmarks. A strong focus on new vocabulary leads to increasingly sophisticated text analysis, including inference, deduction and evaluation, that support students' high-level comprehension skills.
- Students' confidence and fluency in communication are supported effectively through opportunities across the curriculum to make presentations and to participate in debates. High quality questioning, both by teachers and their classmates, supports students in developing higher order thinking and reflection skills.
- The focus on extended writing, supported by a comprehensive pre-writing skills programme, is raising attainment. Students make rapid progress in English from KG to the end of the secondary phase.

### For development:

- Promote greater consistency in handwriting skills across the school to aid students' confidence in writing.

## Mathematics

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

- In KG, children's number awareness is well-developed but their understanding of shape and space concepts is not so firmly established. In other phases students can confidently apply measurement concepts to real life situations. Students show very good spatial awareness.
- The data from regular assessments indicate that the application of number concepts is improving. This evident progress is reflected in the proficiency which students show in handling data and its presentation in a range of graphs.
- The department's specific focus on enquiry-based activities provides further opportunities for developing critical thinking. Joint projects between mathematics and science reinforce the application of problem-solving strategies in real-life situations.

### For development:

- Create a mathematical skills profile for each student so that this assessment data can be used to enhance students' progress.

## Science

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

- Students demonstrate excellent understanding of scientific concepts, especially in the secondary phase. A large majority of students make better than expected progress throughout the school. In the secondary phase, students have maintained very high levels of achievement in the Board examinations over the past few years.
- Students show stronger attainment levels in examinations than in their work during lessons. In lessons, they acquire extensive knowledge and understanding of scientific concepts. Their scientific thinking skills are not sufficiently developed.
- The department has plans to promote students' scientific skills. However, the impact of these plans on students' learning is not sufficiently evident in the classrooms.

### For development:

- Ensure that students in all phases have more opportunities to acquire knowledge and understanding by following scientific processes, such as the scientific method.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good ↑	Very good	Very good ↑	Outstanding

- Students in all phases are enthusiastic, motivated, keen, independent learners who communicate their learning effectively to others. They are active learners who make connections across areas of learning and apply their learning effectively to the real world.
- Students in KG and middle phases demonstrate independent learning skills. They use technology confidently during the learning process. In all phases, students collaborate to varying degrees when learning.
- In the secondary phase, almost all groups of students consistently demonstrate creativity and innovation. They are articulate and confident communicators, engaging effectively in independent research, which leads to well-developed critical thinking skills. They reflect on their learning and generate appropriate personal learning targets.

### For development:

- Increase the opportunities for students to interact and collaborate in lessons.
- Ensure that critical thinking and problem-solving skills are core features of all students' learning.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated, eager and willing to learn. They display a positive attitude towards school and enthusiastically embrace the wide range of experiences available to them. They are consistently well-behaved, thoughtful and respectful of one another.
- Students have a well-developed understanding of, and commitment to a healthy lifestyle. They are actively involved in promoting a healthy mind and body through mindfulness, yoga, participation in physical activities and through choosing healthy food options.
- As a result of positive relationships with teachers and school staff, students have a strong sense of belonging. They support and encourage one another to achieve their potential in a safe environment. They have an exemplary attendance record.

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

- Throughout the school, students have a high appreciation of Islamic values. They understand these values and know how they are applied in practical situations in the family and wider community.
- Students have a very good understanding of UAE culture. They show respect for the national anthem, the heritage of the UAE and the history of the region. Through this deep understanding, they have positive attitudes towards UAE culture and traditions.
- Students value their culture and other cultures. They demonstrate this in a number of activities within the school. They establish channels of communication with the local and global communities on a number of diverse issues.

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

- The student council is very active and takes on various roles and responsibilities. It is committed to contributing to the community. Students willingly raise funds for a number of organisations. Initiatives like What Works, Adopt a Plant Campaign, and Bountiful Baskets demonstrate students' commitment to the community.
- In all phases, students have an excellent work ethic. They are innovative and enterprising, and take part enthusiastically in digital music, art and design and young entrepreneur competitions.
- Students demonstrate great care for their school. They participate in waste segregation drives, vertical gardens, a kitchen garden, eco drives, urban farms, and digital communication, all of which effectively promote environmental awareness in the school.

### 3. Teaching and assessment

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

- Teaching in the secondary phase is highly effective because teachers know students' strengths and weaknesses and are fully aware of examination requirements. They routinely plan challenging tasks which promote students' higher order thinking and research skills. Across the rest of the school, teaching is inconsistent.
- In Arabic, lesson planning does not consistently reflect the strengths and areas for development of individual students. Consequently, the majority of students do not make sufficient progress in developing their Arabic language skills.
- In the majority of lessons, teachers use skilful questioning to check students' understanding, promote deeper thinking and reflection on learning. Collaborative group work is a strong feature of many lessons and is effectively organised to ensure that students share ideas constructively.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Good	Good	Very good

- In the majority of subjects, internal assessments are linked well to the curriculum standards. The school uses external benchmarking to validate its internal test data. Teachers' written and oral feedback to students is focused and detailed, especially in the secondary phase. In KG, the school has introduced baseline assessments, which have improved the tracking of children's progress.
- The school has very effective procedures to collate and analyse assessment data on every student. These analyses are used well to inform lesson planning. However, teachers' use of this information to differentiate teaching is inconsistent.
- The school has initiated several processes to improve assessment for learning across the phases. It is too early to evaluate the impact of these initiatives on students' outcomes.

#### For Development:

- Ensure that all teachers make effective use of assessment information not just in the planning of lessons, but also in delivering them.
- Ensure that the school has systems in place to monitor the impact of assessment initiatives on students' outcomes.

#### 4. Curriculum

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

- Most teachers implement the curriculum systematically in primary, middle and secondary phases. The recently adapted curriculum in KG is not fully embedded.
- The school curriculum is regularly reviewed to ensure continuity and smooth progression in most subjects across all phases. The science curriculum has too great an emphasis on the acquisition of knowledge and understanding at the expense of the development of scientific skills.
- The recent modifications in the KG curriculum promote earlier development of literacy, numeracy and scientific skills. The KG curriculum review has resulted in more time being spent on core areas of learning and greater emphasis has been given to play and other exploratory activities.

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

- The curriculum, enhanced by projects and activities, ensures good continuity of learning. Participation in the wide range of opportunities for social contribution and enterprise enables students to extend their leadership skills, which has a positive impact on their academic and personal development.
- An excellent range of opportunities provides personalised pathways to extend students' learning. Extra-curricular activities offer comprehensive opportunities to nurture students' interests and talents. The well-planned daily intervention programme provides targeted academic support for students.
- Teachers modify the curriculum skilfully to ensure that students of determination access the curriculum at an appropriate level in many classes. This good practice is not fully widespread and therefore provision is not yet consistently strong.
- The school offers one 35-minute lesson per week of Arabic for KG 1 and KG 2 classes.

#### For Development:

- Continue to focus on active learning centres within the KG curriculum in order to improve outcomes.
- Use available assessment information to ensure that lessons are effectively modified to meet the learning needs and accelerate the progress of all groups of students.

## 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 provision for health and safety, including arrangements for child protection, is well-established and is of a significantly high standard. The school has created very effectively a safe, well-resourced learning environment for students.
- Specific strengths of these policies and practices include excellent medical services, thorough risk assessments for student activities, systematic safety checks on equipment and resources, and well-designed transport procedures.
- The school has rigorously reviewed its policy and practices to ensure consistency of practice. Governors have made a significant investment in enhancing security and providing training for staff in order to promote awareness of child protection issues. The school has been proactive in introducing a happiness and well-being programme to support students.

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

- School leaders and teachers have high and consistent expectations of students and manage behaviour unobtrusively. The school monitors attendance well with an additional focus this year on improving punctuality.
- The school is inclusive. Teachers accurately identify and provide for students of determination and those who are gifted and talented. The investment in additional staffing and in a comprehensive individual education planning system offers significant potential to increase the progress of students of determination.
- Students' personal well-being is well supported by staff. The school provides very effective guidance for older students as they plan their university, workplace or intern choices. The school now has productive links with local businesses to offer appropriate pre-vocational places to students.

### For Development:

- Ensure that the school's comprehensive individual education planning is used effectively by teachers to plan lessons which include a focus on strategies which help students of determination to reach their key learning goals.



## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The school has a highly inclusive ethos which welcomes students of determination. A specialist team skilfully advises and supports students, staff and parents. The school's provision is regularly monitored and reviewed to ensure that it contributes positively to students' well-being and progress.
- Procedures for the identification of barriers to learning are rigorous and well-organised. Referrals from teachers, parents and students themselves are promptly followed up by careful assessments to ensure that additional provision supports the student both within and outside lessons.
- Parents are fully informed of their children's progress and next steps for development. The high level of communication and partnership is greatly appreciated by parents. Individual education plans are discussed with parents.
- Modifications to the curriculum ensure that students receive effective small group or individual support to assist their learning. Modifications to lessons are skilfully implemented in many classes. The school has invested in additional teachers and learning assistants to improve provision.
- Teachers monitor students' progress well. Those with complex needs grow in confidence and make very good progress in personal and social development. Overall, most students make at least good progress in their additional support groups and in lessons, and almost all are actively engaged in their learning.

### For Development:

- Share best practice and intensify professional development so that all teachers and learning assistants plan lessons that are modified appropriately to ensure that all students of determination participate fully and make consistently good or better progress.

## 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

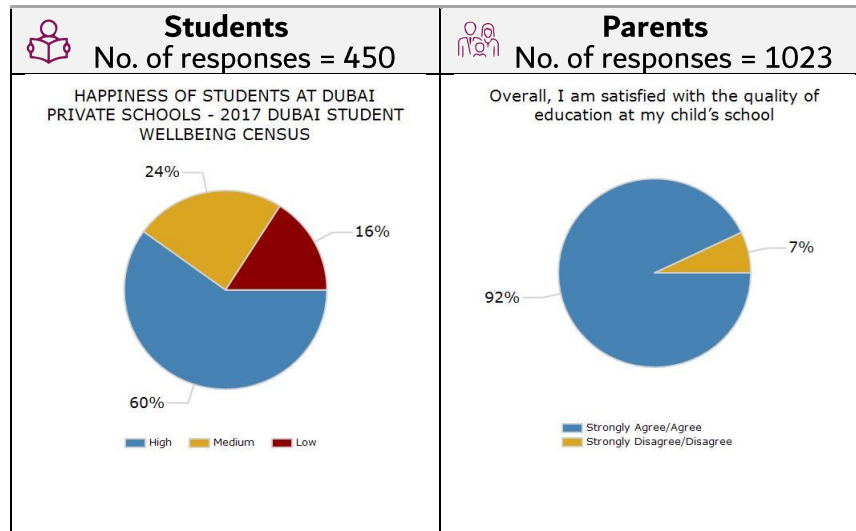
- The principal inspires the whole school community with her vision and passion for inclusive education, which includes the UAE National Priorities. Most of the school's new initiatives emanate from the principal. The senior leadership team and the majority of middle leaders have a very good knowledge of best educational practice. Relationships and communication between senior leaders and teachers are very effective. The principal effectively delegates responsibility for aspects of the school's work to senior and middle leaders.
- The comprehensive and systematic approach to self-evaluation provides leaders with information on the school's strengths and development needs. Lesson observations do not always have a sharp enough focus on student outcomes. The school has ambitious improvement plans which present teachers with a complex agenda for change. The school has improved since the last inspection, especially in KG, but there has not been sufficient improvement in Arabic or in the consistency of high-quality teaching.
- Parents are very supportive of the school and are active partners in their children's learning. Communication with parents is highly effective. Numerous opportunities are offered to parents to contribute to their children's education and enhance their own skills, for example in Saturday Arabic classes given by the students. Parents are influential in defining new priorities in school improvement such as reading across the curriculum. Their views are welcomed and their opinions are valued.
- The governors respond very effectively to parental initiatives which benefit the school community and to any parental complaints. They are very effective at holding the school to account for its performance. Each member has a specific role aligned to the school's priorities, including oversight of students of determination. The governing body has a strong influence on the strategic direction of the school and regularly provides funding for the school to improve its facilities and resources.
- The school is managed very effectively on a day-to-day basis. It is staffed with a sufficient number of appropriately qualified teachers. The majority of teachers has a good subject knowledge. The principal plays a major role in training teachers. The premises provide a suitable learning environment. Impressive examples of students' artwork and other work are displayed in corridors and classrooms. The school is adequately equipped with a range of technology to facilitate teaching.



### For Development:

- Simplify improvement planning and reduce the number of school initiatives, to help teachers to have a sharper focus on what they need to do to improve students' outcomes.

## 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>The majority of students has a strong sense of belonging at school and feels respected and valued. Students are happy and feel positive about their future. Most feel that there is an important adult within the school to whom they can turn for advice and support. The large majority is happy with the range of extra-curricular activities on offer.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Most parents are satisfied with the quality of education at the school and feel that school leaders value their views and suggestions. They have no worries over their children's safety and well-being at school and have good access to information and support to help their children in their education. A majority of parents is regularly involved in activities to support the school and their children's learning.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)