

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



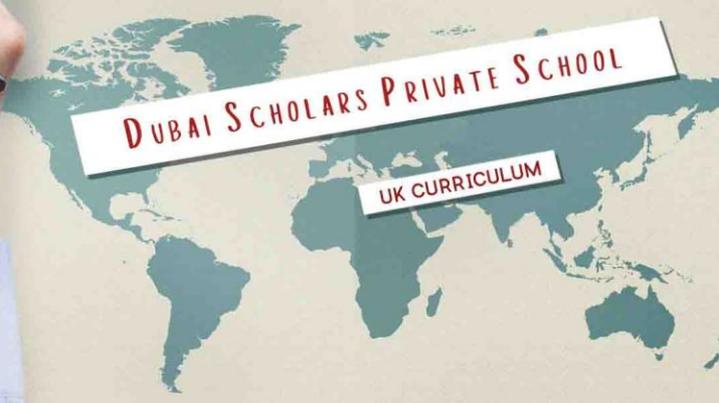
دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Dubai Scholars
Private School

Celebrating
10 years of
inspections



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School information

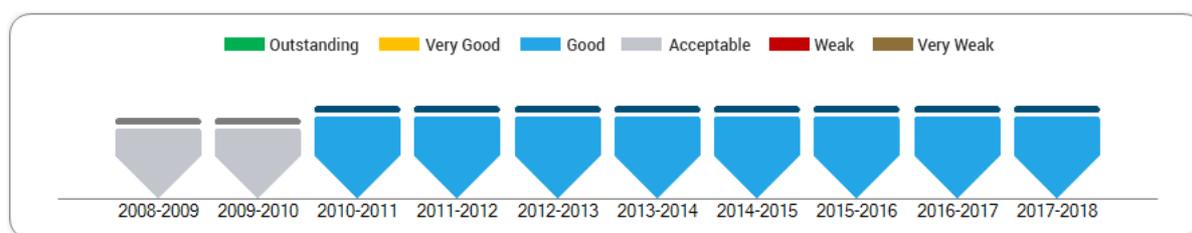
General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1973
Website	www.dubaischolars.com
Telephone	0097142988892
Address	P.O. Box 2819, Al Qusais Dubai
Principal	Aparna Yashpal Verma, Frank Scarcelli
Principal - Date appointed	9/1/1993
Language of instruction	English
Inspection dates	06 to 09 November 2017

Teachers / Support staff	
Number of teachers	106
Largest nationality group of teachers	INDIAN
Number of teaching assistants	28
Teacher-student ratio	1:17
Number of guidance counsellors	1
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Year 13
Number of students on roll	1772
Number of children in pre-kindergarten	
Number of Emirati students	0
Number of students with SEND	66
Largest nationality group of students	Indian

Curriculum	
Educational permit / License	UK
Main curriculum	UK /
External tests and examinations	GCSE, A Level
Accreditation	UK
National Agenda benchmark tests	GL

School Journey for Dubai Scholars 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

Dubai Scholars Private School was inspected by DSIB from 06 to 09 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal plays a pivotal role in motivating leaders at all levels and sustaining a vibrant, purposeful learning community. Leaders, with the support of governors, seek innovative and effective ways to pursue the school's priorities. Parents hold the school in high regard and, together with students, they are regularly consulted when leaders are devising and implementing development plans.

Students' achievement

Children in the Foundation Stage progress well and reach a good level of development across all areas of learning. They quickly learn to communicate in English and this contributes to their good progress in other subjects. Across the other phases, students make at least good progress and reach above the expected standards in Islamic education, English, mathematics and science. Their achievement in science, particularly in secondary, is a significant strength.

Students' personal and social development, and their innovation skills

Students' personal development is excellent. Students behave extremely well and make a significant contribution to the harmonious relationships pervading the school. Students have an excellent understanding of how Islamic values underpin life in the UAE. They are aware of their own heritage and appreciate and respect other cultures. Students are increasingly developing skills of innovation through a variety of entrepreneurial and environmental projects.

Teaching and assessment

Effective teaching across the school promotes students' learning skills well. Increasingly, teachers use assessment information to establish students' starting points and ensure that they are appropriately challenged. Teachers successfully encourage students to collaborate, and their skilful use of questions prompts students to think deeply and critically.

Curriculum

Children in the Foundation Stage benefit from a wide range of challenging activities. Careful planning ensures a smooth transition and progress across phases. Cross-curricular themes, such as the environment and health, engage and motivate students and help them to apply their skills in realistic contexts. Useful links with schools overseas enhance students' understanding of global issues.

The protection, care, guidance and support of students

Students' safety, health and well-being are given high priority. Child protection procedures are well established. Relationships are positive and mutually respectful. Effective procedures identify and support students needing additional help. Career guidance is very well organised.

What the school does best

- The effective provision in the Foundation Stage
- Students' achievement in English and science across the primary and secondary phases and in mathematics in the secondary phase.
- Students' excellent contribution to school life, underpinned by their outstanding behaviour, resilience and sense of responsibility.
- The rigorous attention given to ensuring students' safety, promoting their health, and supporting their academic and personal development.
- Leaders' success in creating a learning community with the best interests and individual needs of students at its heart.

Key recommendations

- Accelerate students' progress in Arabic as an additional language by ensuring teachers have a clear understanding of curriculum expectations, and that lessons offer an appropriate level of challenge.
- Strengthen students' learning skills by providing frequent opportunities for them to:
 - find things out for themselves using a variety of sources, including modern technology
 - develop and apply critical thinking skills through independent and collaborative tasks.
- Refine self-evaluation and improvement planning by:
 - comparing students' potential, as indicated by cognitive ability tests with their actual achievement
 - setting students targets based on their predicted outcomes
 - adapting the curriculum and modifying teaching to meet the needs of individuals and groups of students
 - regularly reviewing the impact of such adaptations and modifications.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good	Good
	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	Good	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Acceptable	Not applicable
English 	Attainment	Good ↑	Very good ↑	Very good ↓	Not applicable
	Progress	Good	Very good ↑	Very good ↓	Not applicable
Mathematics 	Attainment	Good ↑	Good	Very good	Good
	Progress	Good ↑	Good	Very good	Good ↓
Science 	Attainment	Good ↑	Very good ↑	Outstanding ↑	Very good ↑
	Progress	Good	Very good ↑	Outstanding ↑	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	Good ↓

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good ↓
Assessment	Good	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Very good ↑	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

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

- The school meets the registration requirements for the National Agenda Parameter (NAP).
- Students' attainment based on the National Agenda Parameter benchmarks meets expectations in mathematics and is above expectations in English and science.
- The senior leadership team demonstrates commitment to the National Agenda and knows how to analyse the data. However, not all middle leaders and teachers are able to use the assessment information appropriately.
- The school analyses the separate components of NAP. Triangulation between cognitive assessment tests, internal assessment and NAP benchmark tests to identify the strengths and weaknesses in students' achievement is in its early stages of development.
- Data analysis making adjustments to teaching is most evident in science. The development of critical thinking skills is an emerging feature in most subjects.
- Students are generally aware of their achievements in NAP assessments. The use of resources to promote students' research skills is in early stage of development.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

Not applicable, as the school does not have any Emirati students.

Moral Education

- Moral education is planned as a discrete subject once each week and is also integrated into the topics for student-led school assemblies.
- Teachers from a variety of departments are responsible for teaching moral education lessons, thus encouraging the integration of the moral themes into other subjects.
- Lesson planning shows evidence of application to real-life scenarios and there is some evidence of differentiation. Parental involvement is sought to enhance students' learning.
- Assessment is being developed to include how students feel, think and act. In some lessons, teachers successfully encourage students to reflect on, and articulate, their feelings.

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

Social Studies

- The school has recently updated the themes for UAE social studies, which correspond to the UAE social studies text books.
- Teachers plan and provide positive learning experiences for the students and ensure cross-curricular links.
- Students demonstrate a keen interest in UAE social studies and participate productively in lessons. They particularly enjoy field trips to places of interest.
- A baseline assessment test is undertaken and subsequent formative assessments are recorded using a tracking system. Summative assessments are undertaken at the end of each unit.

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

Innovation in Education

- A strong focus on independent critical thinking and problem-solving skills has led to improvements, especially in lower primary, although these skills remain inconsistent across the school. Students do not use modern technology routinely during lessons.
- The School Council has initiated the 'Court of Appeal' for restorative justice, developed mobile phone applications and a number of environmental initiatives to raise awareness of global issues
- Imaginative class activities are helping to enhance students' reading skills in the Foundation Stage and primary phase. In lower primary lessons, teachers enable students to use video conferencing to contact doctors to learn about the benefits of leading safe and healthy lifestyles.
- Innovative approaches to the creative arts are pursued in extra-curricular activities. Secondary students engage in challenging extra-curricular activities, such as debates.
- Leaders set a good example and promote innovation as a high priority. Leaders are empowering staff and students to think imaginatively, and fully support them in developing ideas.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Internal assessment data show that attainment is very good as the large majority of students perform above curriculum expectations. However, the attainment reflected in lessons and students' work is not as strong.
- Most students have a strong knowledge of Islamic concepts and can explain the different types of Zakat. Most students know the biography of the Prophet Mohammed (PBUH) and his companions, and possess a secure knowledge of the early years of Islam. Students' memorisation and recitation skills are only adequately developed.
- Secondary students make strong connections with the real world and are able to apply their critical thinking successfully to tasks. However, they are less skilled in linking Hadith and Holy Qur'an verses to the topic they are studying, particularly in the primary and secondary phases.

For development

- Improve students' memorisation and recitation skills.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Acceptable	Not applicable

- The school's internal assessment data indicate that majority of students' knowledge, understanding and skills are stronger than is evident in lessons and their work in the secondary phase. While students in the primary phase demonstrate a good knowledge and understanding, their progress in lessons is not as strong.
- Although students are reaching the expected standards in reading Arabic script and in their listening skills, their independent writing is less secure. As a result many students are not able to write short reports to convey information.
- Listening is developed well in all phases. Students read familiar and short texts fluently, although they are less confident when expressing their understanding of its content.

For development

- Provide more opportunities for speaking and writing independently across the two phases

		Foundation Stage	Primary	Secondary	Post-16
English 	Attainment	Good ↑	Very good ↑	Very good ↓	Not applicable
	Progress	Good	Very good ↑	Very good ↓	Not applicable

- Children's attainment in English has improved in the Foundation Stage. Primary students' attainment and progress, as measured by external assessments, shows very positive improvements. Although students' achievements in the secondary phase are lower than the previous very high levels, students' attainment is strong, with particularly good results in IGCSE.
- As a result of an emphasis on developing students' reading and inferential skills, literacy is improving across the school. Spelling, punctuation and grammar remain strengths in writing across all phases of the school.
- Students skilfully analyse texts for information and use a range of vocabulary in their writing. Students in secondary have insufficient opportunities in lessons to use their high quality personal research and critical thinking skills developed in after-school activities.

For development

- Provide students in the secondary phase with more opportunities in lessons to research and take responsibility for their own learning.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Good ↑	Good	Very good	Good
	Progress	Good ↑	Good	Very good	Good ↓

- Mental mathematics and algebraic thinking are strongest in the secondary phase, resulting in higher levels of overall achievement. In Post-16, attainment and progress are not as strong because the curriculum is not sufficiently adjusted to match the students' needs.
- Students' knowledge of number facts and mathematical processes are generally stronger than their abilities to solve mathematical problems and think critically in the primary phase.
- The analysis of external and internal assessment data is being used to provide students with more personalised support. However, opportunities to learn through investigations and practical mathematics are not fully embedded in all year groups.

For development

- Provide frequent opportunities for students, particularly in the primary phase, to develop problem solving skills.

		Foundation Stage	Primary	Secondary	Post-16
Science 	Attainment	Good ↑	Very good ↑	Outstanding ↑	Very good ↑
	Progress	Good	Very good ↑	Outstanding ↑	Very good

- Attainment and progress are very good in the primary and post-16 phases and outstanding in the secondary phase. Attainment is consistently improving, and differences in attainment between girls and boys have reduced.
- In all science subjects there have been significant improvements in the quality of investigative work. As a result, students are able to express their understanding and knowledge more clearly in speaking and writing.
- Teachers are using a wide range of assessment information to plan work that meets students' needs. Consequently, they provide challenging work and opportunities for students to present their own ideas and understanding. This promotes students' interests and strengthens their determination to achieve at a higher level.

For development

- Strengthen children's achievements in Foundation Stage.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Good	Good	Good	Good ↓

- Students generally display effective learning skills. Children in the Foundation Stage work well both together and independently. Increasingly, teachers in English enable students to think critically. Students gain very strong enquiry skills in science but they are not as well developed in other subjects.
- Most students are highly motivated learners. They interact effectively with their peers and teachers, and collaborate well when given opportunity. Students communicate their ideas in depth confidently when questions probe their thinking. They link their learning to the real world and UAE culture in the majority of lessons.
- A focus on independent, critical thinking and problem-solving skills has led to improvements in the lower primary age groups. However, these skills are not as consistently developed across the school. Students do not use learning technologies routinely during lessons.

For development.

- Provide frequent opportunities for all groups of students, particularly the high achievers and students in the post-16 phase, to develop and use critical thinking, problem-solving skills and learning technologies.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal development is excellent across all phases. Students are proud to be part of the school and show a maturity beyond their years. The school council provides a highly effective forum for students to make a significant contribution to all aspects of the school. Children in Foundation Stage show very positive attitudes towards learning.
- Students' behaviour is mostly exemplary in assemblies, lessons and around school. They have excellent attitudes towards learning. Relationships with their teachers and peers are extremely positive, and based on mutual respect.
- Students have a very clear understanding of the benefits of leading safe and healthy lifestyles and environmental issues. Attendance rates are generally very good and students arrive punctually to lessons, displaying a keenness to learn.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding	Outstanding	Outstanding

- Students across the school have an excellent understanding of the role of Islam in the UAE and how its values are embedded in many walks of life. They have a deep understanding of tolerance as the main aspect of life in the UAE, where all people are respected.
- Students in all phases show pride in being part of the UAE. They are able to identify and explain the local traditions and heritage and recognise their importance and values to people in the UAE.
- Students demonstrate excellent understanding and awareness of their own cultures and show appreciation for a range of other cultures from around the world. They show respect to the students of other nationalities, languages and religions. However, their awareness of other Arab cultures is not as strong.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students' develop very strong social responsibility skills as a result of being empowered to be involved in many community activities and volunteering opportunities. This is most successful in the older phases where students more frequently take the initiative to improve the school environment.
- Students develop strong leadership qualities and take their responsibilities very seriously. They have a very strong work ethic. Students care for their school and initiate activities to sustain the local and global environment.
- Students are enabled to be innovative and entrepreneurial in projects beyond the classroom. They organise and operate an effective 'Court of Appeal' for restorative justice.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good ↓

- Teaching is effective across all phases and promotes students' learning skills well. Teaching is particularly strong in science throughout the school because students are provided with opportunities to gain strong scientific enquiry skills. Similarly, in English in the primary phase, learning activities are stimulating and engaging and learning is related to real life.
- Most teachers have good subject knowledge and plan tasks that offer age-appropriate challenges to meet students' needs. Teachers in the Foundation Stage have very secure awareness of how young children learn best. Critical thinking skills are not consistently developed in all subjects and all year groups.
- Teachers in lower primary are improving their teaching by using strategies such as group collaboration and questions to probe students' understanding more consistently.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- Internal assessment processes are consistent, well-understood and closely aligned to curriculum standards in all phases. They provide a reliable measure of students' knowledge and progress.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to compare students' performance with international standards. The use of analysis of the assessment data to modify the curriculum and improve teaching and learning is in its early stages of implementation.
- The impact of teachers' knowledge of students' strengths and weaknesses on the quality of individualised support varies across subjects and phases. Peer assessment is a regular feature in primary and secondary lessons.

For development

- Provide consistent opportunities for all students to use critical thinking and problem-solving skills and use modern technology.
- Improve the use of the assessment information to identify gaps in students' learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good ↑	Good	Good	Good

- Collaborative planning has improved the curriculum, particularly in the Foundation Stage and lower primary phase. Modifications are made to support children in FS2 who have not benefited from an FS1 year, which results in very well-balanced learning experiences.
- Detailed planning ensures effective transitions between phases. The planning includes imaginative cross-curricular project work that is designed to consolidate students' learning and enhance their understanding of how to apply their skills in real world contexts.
- The curriculum is enhanced following robust reviews of its effectiveness. While opportunities to develop students' critical thinking skills are clearly identified, they are not implemented consistently, particularly in the secondary phase.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good ↑	Good	Good	Good

- Imaginative curriculum modifications are increasingly meeting students' needs. A focus on real world contexts, which includes links with schools from other continents, is strengthening students' understanding of global issues, reflecting both UAE values and the UN's sustainable goals agenda.
- Adaptations to improve learning experiences for all groups of students are made frequently. The recently introduced monthly themes on the environment, gender and health are having a positive impact on learning, particularly in the Foundation Stage and primary phase.
- Extra-curricular activities include opportunities for enterprise activities. Secondary students engage very effectively in stimulating and challenging projects linked to external competitions.
- There is no formal programme for Arabic in the Foundation Stage. Learning takes place informally through teachers using their basic knowledge of the language to support children's understanding.

For development

- Rigorously monitor the implementation of all aspects of the curriculum and the effectiveness of adaptations.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The arrangements for child protection are appropriate. Staff are well trained and are well aware of the policy and procedures to follow. Bullying is rare and dealt with effectively. The school counsellors deal well with any concerns students have.
- The grounds are secure and well maintained. Access for disabled students or teachers has improved. Transport arrangements are very well organised, with buses now entering the school grounds to drop students off and to collect them.
- The school doctor and nurses deal with medical issues extremely well. The school provides daily physical activities to support students' health and well-being.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students and staff have very positive and mutually respectful relationships. Students behave extremely well due to the high expectations of teachers. The management of attendance and punctuality is well organised and monitored, resulting in very good attendance across the school.
- The school has developed thorough and effective procedures to identify students who require additional support in their learning, including those who have gifts and talents. The school intervenes to support students at the earliest opportunity, resulting in positive academic and personal progress for most.
- Career guidance is very well organised for students in Years 12 and 13. This includes visits to universities and attending career fairs and conferences.

For development

- Ensure consistency of support and challenge for students with SEND and who are gifted and talented by matching needs more closely across all classes and subjects.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good ↑

- A governor and inclusion champion ensure the development of an inclusive system of education across the school. The improvement plan has clearly identified targets for inclusiveness which are having a positive impact on the provision for students.
- The school effectively identifies students who require additional support, and provides individualised education plans which include specific learning targets. The learning support team monitors progress and ensures students' needs are matched well to their needs .
- Parents are supportive of the school's provision for their children. Close cooperation between school and home provides students with continuity of support and influences their progress both socially and emotionally.
- Most teachers modify their curriculum planning in response to needs of students with SEND. However, the impact of this approach is restricted when teachers dominate the learning process. As a consequence, not all lessons include independent, collaborative work. Learning support assistants provide effective help to individuals.
- Most students make steady progress in class activities and from their starting points in learning. Progress made by almost all students allows them to join with peers in class, be included and succeed in activities appropriate to their needs and at their levels.

For development

- Provide training for all teachers which enables them to differentiate learning appropriately for students with SEND.
- Ensure all teachers understand how to support students with SEND.

6. Leadership and management

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

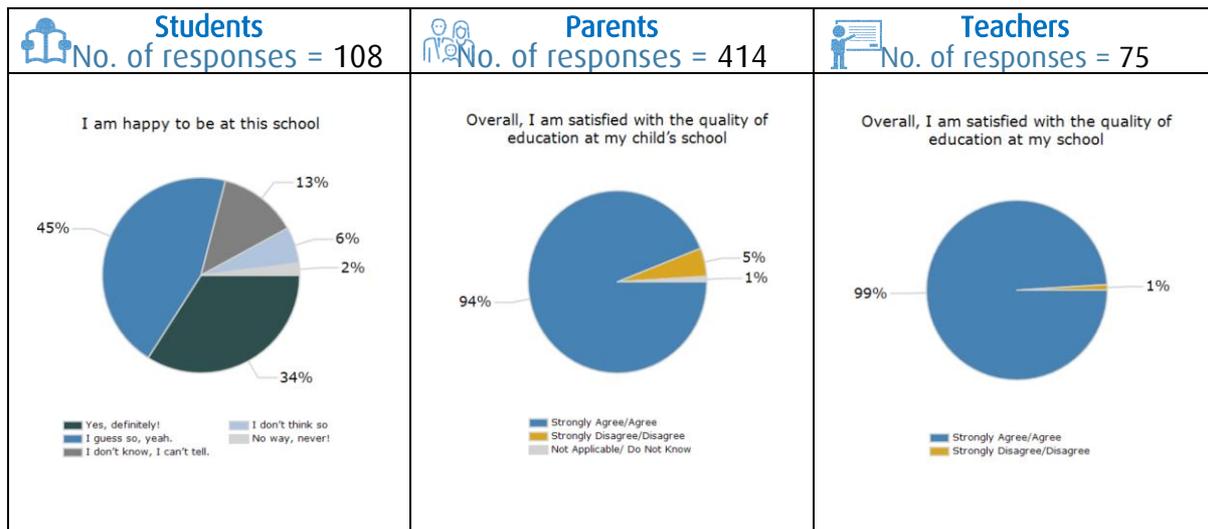
- The principal's unswerving determination to ensuring all students do as well as they can inspires leaders, staff and students. Staff know they are valued and morale is high. There is a strong sense purpose within a well-established learning community. Staff and students are empowered and supported in thinking creatively and innovatively, reflecting the school's commitment to national priorities.
- Through an innovative approach to staff development, leaders successfully encourage staff to reflect on their practice and share ideas. Well-focused school improvement plans identify the school's priorities and include quantifiable targets. The use of information about students' cognitive development to see if they are meeting their potential is at an early stage. Good progress has been made in pursuing the recommendations of the previous report.
- Parental partnerships are effective. Parents are well informed about their children's progress. Their views are taken into account in school development and they have effective means, especially through the Parent Professional Forum, to raise concerns. Parents promote school activities effectively and play a large part in encouraging the school's widening range of business, professional, higher education, health and charity links.
- Members of the governing board keep well informed about the school's performance. They ask insightful questions in their role as critical friends. The parent and student councils provide useful conduits for the exchange of views. Governors and have been influential in promoting and funding the use of modern technology to enhance communication with parents and to support the review and development of the curriculum.
- The combined efforts of academic, support and administrative staff enable the school to run smoothly. Most teachers are appropriately qualified and staff benefit from on-going training. Staff ensure that the premises are conducive to learning. Resources are generally adequate for teaching across the curriculum. Learning in the early years is enhanced using a wealth of appealing resources.

For development

- Refine self-evaluation strategies to include the comparison of data about students' cognitive development with the achievement information, to gain a clear picture of whether students are fulfilling their potential.

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	<ul style="list-style-type: none"> Students are positive about the school. They feel safe and free from bullying of any kind and say the school is friendly. The great majority feels there is a good range of extra-curricular activities and that they are encouraged to become independent learners. Inspection evidence supports these views.
 Parents	<ul style="list-style-type: none"> Nearly all parents responding to the inspection survey are pleased with the education provided by the school. They feel the school is well led, that teaching is improving and that they are well informed about how students make progress. They are confident that their children are safe. These views are confirmed by evidence from the inspection.
 Teachers	<ul style="list-style-type: none"> Teachers have very positive views about the school and morale is high. They feel students make good progress, because teaching is good. They feel the school is well led and they receive effective training to help them improve their teaching. They say students with special educational needs are identified and receive effective support and guidance. These views are confirmed by evidence from 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