

INSPECTION REPORT

Buds Public School

Report published in January 2013

GENERAL INFORMATION ABOUT Buds Public School

Location	Al Muhaisnah
Type of school	Private
Website	www.budsdxb.ae
Telephone	04-2888143
Address	PO. Box 12861, Dubai
Principal	Mrs. Premlatha Durairaj
Curriculum	Indian (CBSE)
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-18 / Kindergarten to Grade 12
Attendance	Acceptable
Number of students on roll	682
Largest nationality group of Students	Indian
Number of Emirati students	0 (0%)
Date of the inspection	10th to 12th December 2012

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The context of the school

Located in Muhaisinah, Buds Public School is a private school providing education for boys and girls from Kindergarten to Grade 12, aged four to 18 years. The school had been judged as unsatisfactory in the first inspection of 2009-10 and had been inspected more frequently in a programme of Follow-Through Inspections since that date.

The school followed a Central Board of Secondary Education (CBSE) curriculum and students sat board examinations in Grade 10 and 12. The current roll of 682 students included 12 different nationalities. The student attendance reported by the school for the last academic session was good.

The school employed 39 teachers, almost all of whom were qualified. There were 12 teaching assistants at the time of the inspection. Fourteen teachers had joined the school since April.

Overall school performance 2012-2013

Acceptable

Key strengths

- Students' improved attainment and progress in English, mathematics and science;
- Well-behaved students and their positive relationships with their teachers;
- Engaged learners who were keen to be fully involved in the life of the school;

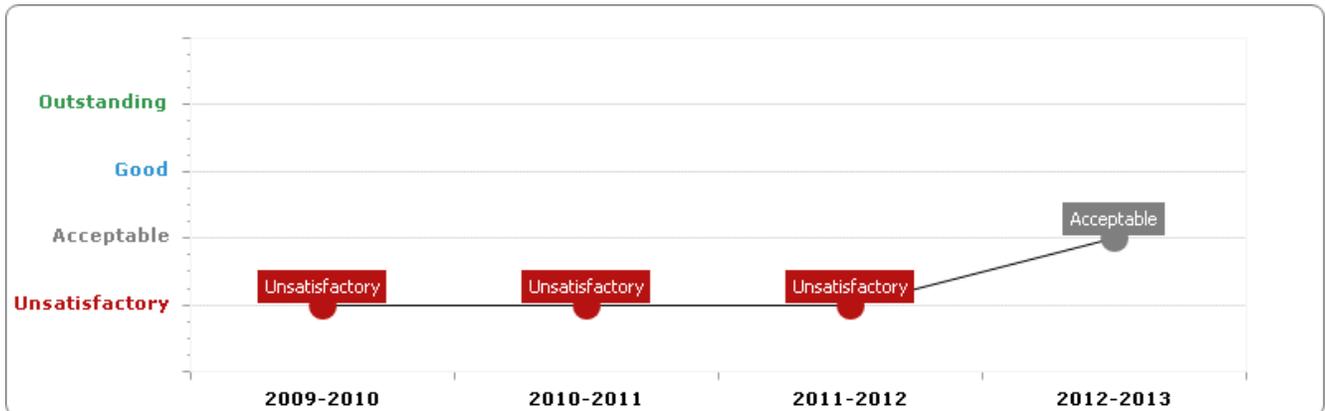
Recommendations

- Continue to improve attainment and progress in all subjects, particularly in Islamic Education and Arabic as an additional language.
- Ensure compliance with Ministry of Education requirements with regard to Arabic;
- Continue to implement strategies to improve teaching and learning, with an emphasis on meeting the different needs of all students;
- Use assessment information more effectively to plan learning tasks that are appropriately challenging for students;
- Improve the arrangements for the identification, support and provision for all students with special educational needs;
- Ensure the school has a positive behaviour policy which does not involve physical punishment and monetary fines for students.

Progress since the last inspection

- Whilst the school has made acceptable progress in identifying clear learning outcomes in lesson planning it has been less successful in meeting the needs of different students;
- Limited progress has been achieved in developing assessment processes so that teachers were aware of students' understanding as well as their factual knowledge;
- Some steps have been taken to introduce performance management techniques that supported and ensured teachers' professional growth. More work is needed to achieve this recommendation.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

	KG	Primary	Middle	Secondary
Islamic Education				
Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
Progress	Not Applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language				
Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Arabic as an additional language				
Attainment	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
Progress	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
English				
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics				
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science				
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Attitudes and behaviour	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and local, cultural and global awareness	Acceptable	Acceptable	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the teaching, learning and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Quality of students' learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the curriculum meet the educational needs of students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and Safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

Attainment in the key subjects was mostly acceptable. In Arabic as an additional language it was unsatisfactory in the middle and secondary phases. In Islamic Education most students had a basic knowledge of key concepts in Islam, such as the Pillars of Islam and knowledge of the Prophet's life. They could apply Islamic concepts and principles to real life situations. Primary students taking Arabic as an additional language demonstrated expected levels of attainment in listening, speaking and reading. Writing was the weakest skill with too few opportunities for independent writing. In the middle and secondary phase only a few students achieved acceptable progress in all skills. Attainment in English was acceptable across all four phases of the school. In internal tests and benchmarks used by the school, most students were at least in line with age-related curriculum expectations. Reading and speaking skills were stronger than writing skills. In mathematics, students used computational and algebraic skills confidently, often in practical contexts. However, students in the primary and middle phases were less secure with concepts of shape and using correct units. Students were also able to solve a range of problems but critical thinking skills were under developed. All Grade 10 students passed the external CBSE science examinations over the last two years at grades which compared favourably with results in India and in international schools.

Progress in the key subjects was mostly acceptable. In Arabic as an additional language it was unsatisfactory in the middle and secondary stages. In Islamic Education, most students made expected progress in their understanding of Islamic concepts and principles in relation to their starting points. Most primary students were able to identify what they had learned and link it to real life situations. In Arabic as an additional language, primary students made acceptable progress in developing their Arabic vocabulary and oral reading skills. In English, most students made acceptable progress in listening and speaking. Creative and extended writing skills in middle and secondary phases were not well developed. In mathematics in kindergarten, children enjoyed learning about number and made the appropriate progress in their lessons. Primary students made steady progress in working with data but insufficient use of numerical estimation of calculations limited progress. Progress in science was acceptable across the school. Students with special educational needs made unsatisfactory progress.

[View judgements](#)

How good is the students' personal and social development?

Attitudes and behaviour were good across the school. Students were considerate and demonstrated kindness and friendship towards their classmates. Relationships with other students and teachers were respectful and cordial. They demonstrated positive attitudes and took part in activities which promoted healthy living. Senior students had clear responsibilities to assist in the smooth running of the school and maintaining discipline. Attendance was acceptable and students were punctual when arriving in the morning and when moving between classes. Most students demonstrated age-appropriate understanding of Islamic values and the importance of Islam in modern society in Dubai. They were able to talk about and discuss these values. They showed a strong sense of tolerance and respect for others. Children in the kindergarten and primary classes were less aware of the multi-cultural nature of Dubai. Students appreciated the variety of other cultures both in and outside of the school community and around the world. Children readily sought the help of their teachers and the student co-ordinator when they encountered difficulties. Older students were responsible when carrying out assigned duties in and outside their class. They could also describe factors that impacted upon their environment. They participated effectively in different environmental projects. They took care of the school environment well. Middle and secondary phases, students were aware of the personal work requirements needed to achieve their academic and career goals.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching for effective learning across the school was acceptable. It was strongest in Kindergarten and least effective in primary with most lessons sharing some common features: teachers had at least an acceptable knowledge of their subject and how students learned and they used a range of strategies, activities and available resources. Classwork adequately met the different needs of the students, and teachers' questioning assessed prior learning and stimulated students to engage. Real-life examples and practical approaches were used effectively to develop students' understanding. The best teaching adjusted the pace and complexity of learning to both challenge students and to provide enough time for independent thinking - particularly when developing critical analysis skills. However, a minority of lessons was unsatisfactory because teachers did not understand how students learned and teaching was excessively dominated by the teacher. Also there was no meaningful attempt to meet students' different needs, and there were long spells of closed or non-targeted questioning. Teaching in the key subjects and in accounting, economics and information technology were generally acceptable but improvements were particularly needed in Arabic in the middle and secondary phases and in mathematics and science in the primary phase.

The quality of students' learning was acceptable across the school. In better lessons, students actively engaged with learning, and its periodic review, and could explain what they could do and understand – as well as what they knew. They learned effectively when, as a team, they independently prepared and presented parts of lessons from Grade 5 onwards. For example, Grade 12 science students studying air pollution engaged in very high quality discussions and, in English, Grade 7 students developed communication skills effectively when gave presentations on how to produce an environment poster. In the less successful lessons, students were mostly passive, or simply followed the teacher's instructions or replicated their demonstrations. Overall, most students did not take sufficient responsibility for their learning.

Assessment across the school was acceptable and regular testing facilitated the identification of students' strengths and weaknesses and helped to monitor their progress. As a result, the school identified broad ability groupings that helped teachers meet students' different academic needs, and provided support for its lowest achieving students. The assessment cycle also led to regular reviews of the ability groups and to a broad tracking of students' progress. However, the available information was not sufficiently analysed or used to identify the needs of different groups of students. It did not provide for more precise tracking of students' progress, nor set individual and group targets to help raise standards. In most lessons, teachers knew their students' strengths and weaknesses adequately and provided feedback on how well they were doing. However, marking was inconsistent and often lacked specific guidance on how to improve. In the best examples, teachers checked carefully for individual progress. Parents were provided with answer sheets of tests to help them support their children's learning but overall, students are still not sufficiently involved in the evaluation of their own work.

[View judgements](#)

How well does the curriculum meet the educational needs of students?

The school curriculum was acceptable. The Kindergarten curriculum followed a modified version of the English Early Years Foundation Stage curriculum. From Grades 1 through 12, the school followed the Indian CBSE Board curriculum with a limited choice of subjects in commerce and science streams for students at Grade 12. Effective transition arrangements were in place to provide support to the students between phases. The curriculum was reviewed twice a year, but did not have enough emphasis on different kinds of work to meet the needs of all learners. However, low achievers were supported with the 'special curriculum' in key subjects. There was a lack of independent learning and investigation to extend students' thinking, open new lines of enquiry or challenge their ideas. There were instances in mathematics where practical work was prepared to help students understand concepts, but this approach was not used consistently across all subject areas. Practical work in science was too limited. The curriculum and provision

for Arabic were not compliant with the Ministry of Education requirements. There was a limited range of extra-curricular activities and too few links with the local community.

[View judgements](#)

How well does the school protect and support students?

Health and safety checks took place regularly and the premises were well maintained. The school nurse maintained appropriate health records and administered first aid, when required. Accidents were rare but were dealt with promptly and efficiently. Fire drills were undertaken twice per year and appropriately recorded. Students knew what to do in an emergency. Firefighting equipment was regularly checked and maintained and staff helped to ensure that the site was secure. Students were supervised by staff and senior students as they boarded buses and traveled to and from school. Students did not routinely wear seatbelts on school buses.

A child protection policy was in place and staff knew what to do if students reported any concerns. However, a few students reported to inspectors that they did not feel safe at school and that there had been incidents of corporal punishment being administered by the Director. The promotion of healthy living was supported through the annual health and safety week. The school nurse promoted healthy living by monitoring students' lunch boxes in the Kindergarten on a daily basis, and contacting parents if food was not healthy. Arrangements to promote attendance and punctuality were effective. Students received appropriate advice on future career pathways. Some members of staff enforced behaviour through imposing financial sanctions on students. This was not appropriate. Students received appropriate advice on future career pathways.

[View judgements](#)

How well does the school provide for students with special educational needs?

There were important weaknesses in the provision for students with special educational needs. The school had recently identified a number of students who were requiring additional support for a variety of reasons. A clinical psychologist had been employed to address the needs of those students identified as having social and emotional problems. She provided effective and helpful support and counseling to these students. However, students identified as having additional learning needs had not yet received appropriate support. As a result, the school appointed an external agency to provide support for these students. A few primary students who had recently arrived in the school and could not speak English received high quality support from a shadow teacher.

How good are the leadership and management of the school?

The quality of leadership and management was acceptable overall. The Principal discharged her duties competently. The operations manager provided effective management of the daily running of the school. The Vice-Principal, Supervisor and Heads of Departments had been empowered and had sufficient authority and autonomy to make changes to improve the school. They worked well as a team and had had success in leading improvements in a few areas. Relationships and communication between them and the teachers were both friendly and professional. The school's leaders demonstrated an acceptable capacity to improve the school further.

Self-evaluation and improvement planning were acceptable. Teachers' classroom practices were regularly evaluated and they received good feedback and support from senior managers. However, despite their best efforts, the high turnover of teaching staff meant that not all teachers understood what constituted good teaching and learning. Improvement plans were positive and appropriate. The school had made acceptable progress in tackling most of the recommendations from the 2008 inspection report and subsequent Follow-Through Inspections to an acceptable level.

Partnership with parents and the community were acceptable. Parents were highly supportive of the school and relationships between the school and homes were positive. A parents group met regularly with the management and acted as a means whereby other parents could raise issues that concerned them. The school sought parental views through open meetings and newsletters. Regular, informative reports on students' progress were issued throughout the year. The school had established productive links with other schools in Dubai and was keen to broaden the range of such partnerships.

Governance of the school was acceptable. Whilst the advisory body had a positive influence on the school it had not ensured that the statutory requirements with regard to Arabic were being met. Representation on the board included an appropriate range of stakeholders. The advisory body regularly sought and responded positively to the views of all stakeholders of the school.

Staffing, facilities and resources were acceptable. Most staff were qualified and appropriately deployed. Although staff received some training there was a need for further staff development with regard to ensuring they were able to identify and support students with additional learning needs. Improvements to the facilities in the school included the provision of a grassed area for sport. There were too few computers in school to meet the learning needs of students. The size of some classrooms restricted learning.

[View judgements](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	141	34%
	Last year	The school was part of the Follow - Through inspection cycle in 2011 - 2012	
Teachers	32		97%
Students	93		82%

*The percentage of responses from parents is based on the number of families.

A minority of parents responded to the survey. Almost all teachers and senior students responded. Most parents felt that their children were making good progress in their studies. A significant number reported that their children did not have sufficient access to computers to support and extend their learning. Almost all parents were very pleased with the quality and frequency of school reports and knew how their children were progressing at school. Almost a quarter of parents felt that they were not involved in decision making with regard to developments within the school. Most parents believed that the school was well led and almost all said that their child enjoyed school. Almost all students and teachers who responded to their surveys held positive views about the full range of school provision. A few students felt that the school imposed fines too often and for petty offences.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan 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 inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

inspection@khda.gov.ae

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