

COUNCIL OF
INTERNATIONAL
SCHOOLS

THE FIVE-YEAR REVIEW

“Journey to Excellence
in
International Education”

School Improvement through Accreditation

*Based on the 8th Edition of the
CIS Guide to School Evaluation & Accreditation*

Version: January 2013

Inspired to learn;

DBS is a school we all enjoy, where excellence is valued.

As a community, we

- Are approachable and supportive
- Value continuity in learning
- Have high expectations of our pupils
- Draw strength from our diversity

Everyone is encouraged to

- Challenge themselves
- Fulfil their unique potential
- Think locally and globally

Be considerate of the needs of all others

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CIS FIVE-YEAR REVIEW

PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant changes and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programmes, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

THE REPORT

As straightforward as the template provided for the Five-Year Review Report may appear, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigour, candour, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

THE FIVE-YEAR VISIT

CIS will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted. Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorised its release and usually within four weeks of the visit.

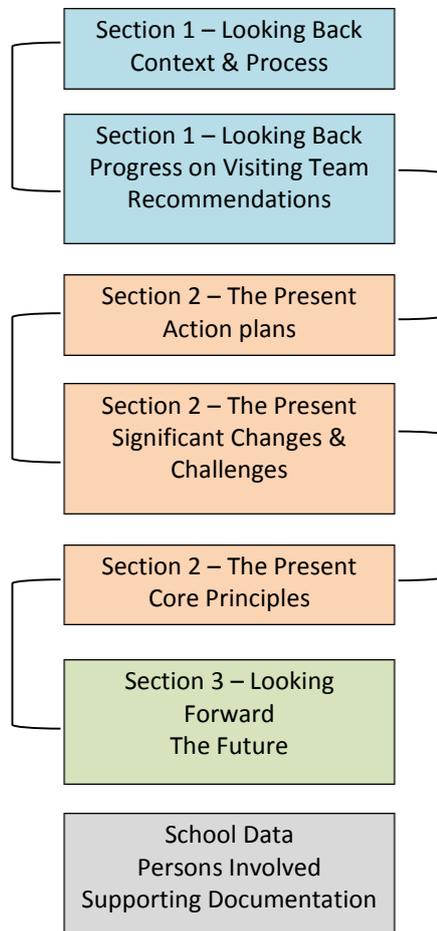
RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the *CIS Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced:



PART II

FIVE-YEAR REVIEW TEMPLATE

(NB: Text boxes will expand to accommodate comments)

SECTION 1 – LOOKING BACK: CONTEXT & PROCESS	
<ul style="list-style-type: none"> • Comment on the school’s accreditation and school improvement history and describe how this report was created and who was involved. • Describe any particular challenges encountered in producing the report. 	
SCHOOL COMMENTS	VISITORS’ COMMENTS
<p>Dubai British School was awarded CIS accreditation following a CIS Team Visit in November, 2009.</p> <p>Whilst the initial self-study and subsequent accreditation report was very much a whole staff endeavour, the FRPP was completed by the Senior Leadership Team, with staff contributing to their own specific areas. The Five Year Report has been completed by a member of the Extended Senior Leadership Team, in consultation with staff throughout the process, to ensure whole school involvement. Additionally, the school has just been through a rigorous DSIB (Dubai Schools Inspection Bureau) inspection process, and a key aspect of this is school self-evaluation. Staff are involved in an annual rigorous review cycle process at DBS that: reflects on how we are doing; provides evidence to indicate how we know; so we know how well we should be doing; plans ‘what is next’; formulates specific actions for improvement and monitors outcomes against agreed performance indicators aligned to our Mission and Vision. This process has also been used to inform the Five Year Review.</p> <p>Staff have actively participated throughout the process via one to one meetings, team meetings and evaluations and numerous surveys and questionnaires.</p> <p>An annual action plan is produced each year and the SLT re-visit this throughout the year to measure progress against the key objectives aligned to the Mission and Vision. This plan has 13 school improvement target areas/outcomes that are cross-referenced to CIS and DSIB recommendations where appropriate. The format is common across all Taaleem schools and is aligned with the organisation’s 4 strategic platforms: Operational Excellence, Developing Our People, Growth and Customer Endorsement and the company’s values: Professional, Nurturing, Pioneering and Spirited This has been tremendously successful in: focusing on the Mission and Vision and ambitions of the organisation and the school; keeping the focus of all staff on identified areas of school improvement and</p>	<p>The school’s description of its accreditation history and of the process and people involved in the writing of the Five-Year Report is accurate.</p> <p>The school has undergone significant changes since its initial accreditation, the focus of which has been to raise the level of challenge for students, achieve a DSIB rating of ‘outstanding’, and demonstrate school improvement in alignment to the CIS Standards.</p> <p>The evidence presented in this report, and more particularly the conversations and observations held during the Five-Year Visit, as well as the extensive documentation that was reviewed, demonstrate that the school improvement process has accelerated in recent years, thus justifying the conversion of many ratings in this report from ‘In Progress’ to ‘Completed’.</p> <p>Although the report itself lacks detailed evidence in several areas, that collected during the Visit confirmed the accuracy of the assertions made by the school.</p> <p>During the Visit, faculty and staff demonstrated knowledge of the accreditation process and of the improvements made by the school.</p> <p>Dubai British School has placed a remarkably strong focus on school improvement and on creating the human and material capacity for that improvement to take place. The Visitors’ comments in this report should be interpreted within the context of their profound appreciation that DBS is a school in which the pursuit of improvement is paramount.</p>

introducing a reflective and outcome-based action planning process.

The school has been rated by DSIB as 'Good' for five consecutive years. The number of 'Outstanding features' has increased each year, with the school achieving 'outstanding' in 46% of the key indicators. The number of outstanding lessons observed by the visiting team was 42%, significantly higher than in previous years. The improvement in the quality of teaching has resulted in excellent A Level and GCSE results which are above UK average.

Since the FRPP, there have been several important changes. These include:

- Some key staffing changes. Mark Ford was appointed Principal of the school in September 2011. Tanya Drew was appointed to replace Mark as Head of Secondary. In addition Simon Jodrell was appointed as Head of Primary in September of 2013. In 2014, the school also appointed new Deputies and created Assistant Headteacher roles in both Primary and Secondary.
- The Primary School replaced the IPC with the 'Wow' curriculum. This is more suited to the DBS international context and cohort (see rationale later).
- A significant improvement in facilities and resources, due to major investment, has enhanced student learning.
- Staff turnover – Whilst retention of staff has been high over recent years, only a small number of the existing staff body were involved in the initial self-study or FRPP, and so retraining of staff in CIS' objectives and the accreditation process was essential.

The Extended Senior Leadership Team (ESLT), who contributed to this report consists of:

- The School Principal
- The Heads of Primary & Secondary
- Deputy Heads in charge of assessment, pastoral care and the curriculum.
- Assistant Headteachers
- Curriculum Leaders including Secondary Heads of Department and Primary Section Leaders
- Primary and Secondary Heads of Year
- Administration staff and support staff
- Teachers involved in school improvement groups

SECTION 1 – LOOKING BACK: PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim (based on the 7th Edition; include all recommendations for Section B Horizontal Reports. i.e. Elementary, Middle and High School, but *exclude* recommendations from the individual subject/learning area Vertical Reports i.e. Mathematics, Science etc.).
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation *C (Completed)*, *IP (In Progress)*, or *R (Rejected)*.
- Offer a rationale/justification for your rating (except for those recommendations which were rated *Completed* at the FRPP stage and which are still considered *Completed*).

SECTION	SCHOOL COMMENTS	RATING		VISITORS’ COMMENTS/RATING	5 Yr.
A	Recommendation # 1	FRPP	5 Yr.	<p>The current Mission Statement was finalised in 2010 and is widely understood by the whole school community. It is in a short and easily accessible format and both widely displayed around the school and published on the website. Students, for example, spontaneously refer to a ‘caring community’ and to ‘inspirational teachers’.</p> <p>A review of the Mission is now due, and details of how to engage the whole school community in the process are being worked out. An essential element of the review will be to determine definitions of ‘international’ and ‘intercultural’ which are appropriate to the context of Dubai, which take account of the values of British education and which celebrate the global outlook of the school. They will also need to link to the vision of Taaleem as an organisation.</p> <p>The next step will be for the Board and Senior Leadership Team to translate the strands of the new Mission into strategic priorities for the School Improvement Plan.</p>	C
	The School and the wider community in their forward planning periodically review the Mission statement and incorporate the principles into the School Development Plan.	IP	C		
	Rationale/Justification				
	The new Mission was introduced 5 years ago, as a consequence of the CIS accreditation process. The school is about to embark on the next review. This includes determining a community definition of International Mindedness. This review will involve all key stakeholders- SLT, staff, The Board, parents and of course, the students. The Mission is learning focused, and therefore its principles are incorporated into the school development plan, but this needs to be more explicit.				
	Recommendation # 2	FRPP	5 Yr.	VISITORS’ COMMENTS/RATING	5 Yr.
	The Board and its community look carefully at how best it should “live” the Mission statement in continuing to promote the school’s ethos.	IP	C	<p>Since many members of both the Board and the Senior Leadership Team are relatively new in post, there is an opportunity for these two groups to engage in joint discussions as to what the school should expect of its leaders and managers in relation to the new Mission and its implementation.</p> <p>One element of these discussions might be to agree the process for both self- and 360 degree evaluation of the practical ways in which their promotion of the new Mission can be demonstrated.</p>	C
	Rationale/Justification				
The Board ensures that its strategic plans support the mission. In addition, the Board review the school’s action plans to ensure that they are in line with the mission.					
The Principal is appraised on an annual basis using the CIS Appraisal form, to ensure that					

<p>'his activities are both beneficial and appropriate to the School's mission, values and vision'.</p> <p>When key decisions are made about the operations of the school, such as the introduction of the new primary curriculum, determining professional development opportunities for staff or excursions for students, SLT use the mission and vision of the school to guide the decision-making process. Examples of this are seen below.</p>				
Recommendation # 3	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The Senior Leadership Team identify procedures, which should include all stakeholders, to measure the success of the implementation of the Mission statement.	IP	C	The Board and Senior Leadership Team are aware that there is currently a surfeit of surveys and that there will need to be rigorous selectivity in using this measure of success in implementing the new Mission.	C
Rationale/Justification				
<p>The community - parent, staff and pupils- complete annual surveys, and the data enables the school to measure the success of the implementation of the Mission statement.</p> <p>As part of the annual inspection process, there is also a corresponding DSIB inspection survey, to the same target audiences, which also provides data to gauge our success in our implementation of the Mission statement.</p> <p>Taaleem also has produced annual questionnaires.</p>			Members of the school community are therefore encouraged to think creatively and 'outside the box' in order to determine as wide a range of both qualitative and quantitative measures as possible. Determining the Mission and the measures could be seen as a simultaneous exercise.	

(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
B (NB: do not include individual subject recs. from Sections B1-B13)	Recommendation # 1	FRPP	5 Yr.	The maximum class size in the Foundation Stage is 18 children plus a staff child, in other words 19. Several of the classrooms are rather small and undoubtedly cramped. Nevertheless, the high quality of the teaching and the excellent support provided by the Teaching Assistants ensure that good learning takes place within a safe and orderly environment. In addition, the classrooms now have doors leading to spacious, shaded outdoor areas that provide the opportunity for free-flow learning and recreation.	C
	The Board consider reducing the number of children per class in the Foundation Stage to create a safer and more effective learning environment.	Postponed	C		
	Rationale/Justification				
	This has been given consideration by the Board and it believes that class sizes of 18, supported by a class teacher and a Teaching Assistant, provide a safe and effective learning environment. In order to expand the use of available learning space, additional doors have been installed, which lead easily to outside areas. This facilitates small group activities in an inside/outside environment, allowing students to fulfil their potential in the learning environment which best suits them.				
	Recommendation # 2	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
	The SLT, with the cooperation of the School Board, review the current provision of specialist staff in the Foundation Stage with specific reference to the music, library and Arabic teachers.	IP	C	The Visitors confirm the rating and rationale stated by the school. Music, PE and library lessons are provided by specialist teachers, together with Arabic in Foundation Stage 2.	C
	Rationale/Justification				
	This has been reviewed by the SLT Board and provision has been increased. Foundation Stage children now have music, PE and Arabic lessons, staffed by specialist teachers. They also have regular library sessions. Learning the host language has extended our pupils' opportunity to think more locally and globally, reflected in our mission and vision.				
	Recommendation # 3	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
	The Board actively pursue the request for outside storage so that unnecessary displacement of equipment can be avoided each time a class moves to the outside area.	IP	C	New outdoor storage sheds and trolleys have greatly eased the problem of having to move equipment between lessons.	C
	Rationale/Justification				
	The school has developed a shared Foundation outdoor classroom including wooden storage sheds. Most outdoor equipment is stored in these or in trolleys adjacent to them. This has made lesson transition times safer for all.				
Recommendation # 4	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.	
The SLT recognise the importance of common	IP	C	Adequate common planning time is now provided throughout the	C	

curriculum planning time in the learning process so that this can be integrated into the regular school day.			school. Foundation Stage class teachers use specialist time for individual planning. Teachers and assistants are able to use afternoons for collaborative planning since being released from much of their former responsibilities for supervising the crèche.	
Rationale/Justification				
In Primary, class teachers have designated release time during PE, Music, Arabic and French lessons, as these are taught by specialist teachers. This time is used for common curriculum planning. Secondary timetabling gives staff common planning time, alongside regular, calendared Faculty meeting time. Collaborative planning time gives teachers the opportunity to share good practice, challenge ideas and draw strength from our diverse abilities.			Primary class teachers have common planning time while specialist lessons are being taught. In the Secondary School, protected time for faculty meetings is provided within the schedule. There are also meetings provided after school for teachers to plan collaboratively.	
Recommendation # 5			FRPP	5 Yr.
The SLT with the cooperation of the Board provide the necessary means to support the continued development of the IPC.			C	C
Rationale/Justification				
			The IPC has been discontinued.	C
Recommendation # 6			FRPP	5 Yr.
The SLT institute a more formal process to facilitate greater articulation of the curriculum between the Foundation Years, Primary and Secondary divisions of the school.			IP	C
Rationale/Justification				
Since 2011 we have implemented several cross phase projects, which include F1 in Schools, DBS has Talent and science fairs, and we have enhanced international week to work across Primary & Secondary. This has resulted in a more cohesive "one school" ambiance", aiding our mission of valuing the continuity of learning. To improve the vertical articulation of the curriculum we have appointed transition staff who specialise in developing Primary/Secondary links. These include 2 transition coordinators, one in Primary and one Secondary. In addition, one member of staff in each of the core subject areas (English, Maths & Science) has been given responsibility to develop cross curricular links. There has been significant progress in interdisciplinary planning which has resulted in enhanced learning opportunities for students. The staff have been given significant regular release time), to develop projects to enhance the transition between Primary and Secondary.			VISITORS' COMMENTS/RATING	5 Yr.
			The school is commended for the great progress it has made in vertically articulating the curriculum. The Transition Coordinators and Key Stage Leaders, together with Core Subject Coordinators, have designed a comprehensive, pupil-centred process that provides a smooth transition from year to year and between Key Stages. This applies not only to the academic programme, in which some impressive transition units have been developed, but also to the pastoral care provided for students. There are also curricular and non-curricular events that augment a whole-school ethos. The weakest articulation is between FS 2 and Year 1. This is partly because of the lack of a Transition Coordinator at this level, but also because of differences in the physical learning environments. The school is encouraged to consider alterations to the Year 1 classrooms and outdoor spaces so that the change in physical learning environment between the Foundation Stage and Key Stage 1 is less abrupt.	C

<p>English/Maths/Science have implemented individual KS2/KS3 transition units for several years. Last year, for example, the English/Literacy unit, 'Ghostly Companions' was launched by- Secondary English teachers to year 6 at the end of term 3, and then the year 6 teachers taught the first part of the SOW up until the summer holiday. Secondary then picked this up in September and taught it for the first month of Year 7, before setting a writing assessment at the end of the unit of work.</p> <p>In Science, Year 6 complete a Harry Potter themed 'scheme of work,' entitled 'Are you ready to become a Chemical Wizard?' Over the course of 3-4 weeks, year 6 perform several experiments in the Secondary labs, designed to engage, enthuse and engrain lab protocols. Year 6 also use the labs for carrying out practical experiments from the KS2 SoW.</p> <p>The Secondary Maths department works closely with Year 6 teachers to devise a programme of transition, in which pupils focus are the main skills required to access the Key Stage 3 curriculum. At the beginning of Year 7, pupils focus on these skills to consolidate them in a Harry Potter project. The lessons are designed to draw on the strengths of the diverse learning styles of our pupils, enabling them to be confident to fulfil their potential.</p> <p>Similarly in science, Year 6 pupils prepare for a Science Fair as a way of introducing them to the expectations of the Science curriculum in Key Stage Three.</p> <p>Conversations with year heads, students and parents have highlighted the success of these transition programmes.</p>				
Recommendation # 7	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT schedule sufficient common planning time and designation of responsibility for staff members to identify and develop a much more substantial range of cross-curricular learning.	IP	C	The Visitors confirm that there are now several opportunities for cross-curricular learning. In addition to those mentioned in the school's response, left, Grade 9 students have this year benefited from a successful cross-curricular project on World War One.	C
Rationale/Justification				
Since 2011 we have encouraged several cross phase projects and given several staff responsibility to ensure cross curricular projects are embedded into our curriculum. F1 in School, DBS has talent, Achievers International, Dubai 2020 and Dubai 3000 have all been successfully introduced.			Apart from special projects and the sharing of best practice, there is less evidence to suggest that leaders and teachers have coordinated a synchronised approach to teaching-related concepts among the separate disciplines. Such an approach	

<p>Staff now meet regularly across subjects, to discuss effective teaching and to share good practice and generate new ideas. With the appointment of Brian Horwell (Deputy Head) in Sept 2014, we have added to the academic calendar 'Stand out fortnight', which is specifically aimed at encouraging risk taking and colleague collaboration. This will take place in January and March each year. One example of an interdisciplinary unit is a Year 8 unit, with Art and Arabic in which pupils visit the Grand Mosque in Abu Dhabi. This not only allows pupils to explore the aesthetic beauty of the building but also gives an added dimension to the learning of the host country language by exploring its faith and history. This supports our mission of thinking locally and globally.</p>	<p>would help strengthen the development of students' conceptual understanding.</p>		
<p>Recommendation # 8</p>	<p>FRPP</p>	<p>5 Yr.</p>	<p>VISITORS' COMMENTS/RATING 5 Yr.</p>
<p>The SLT, with the cooperation of the Board, provide appropriate professional development to allow for the effective collaboration between Learning Support Assistants and classroom teachers so that all students receive balanced and adequate assistance in class according to individual needs.</p>	<p>IP</p>	<p>C</p>	<p>The Taaleem group and the school provide CPD for the Learning Support Assistants (LSAs). In addition, the LPAs regularly participate in curriculum and lesson planning meetings with the teachers. This inclusive approach to the professional development and involvement of the LPAs, together with their own dedication, has helped create a team that justifiably enjoys the confidence of the teachers and helps support the learning needs of the students.</p>
<p>Rationale/Justification</p>			<p>C</p>
<p>Taaleem provides cross-school training, enabling Learning Support Assistants to meet with others to share good practice. In addition a tailored CPD programme for LSAs at DBS has been put in place The programme covers a range of training which is enabling them to be learning focused as well as developing their skills to ensure that they are well equipped with strategies to respond to individuals children's needs, such as dyslexia and ADHD. LSAs are included in any in-school CPD offered, for example when Dr David George presented a workshop on Gifted and Talented Education</p> <p>Training around effective questioning, marking and feedback, guided reading and writing and supporting children effectively in mathematics is built into the programme. The Learning Support Assistants have a coaching programme which they participate in as well as having regular opportunities to observe each other, allowing them to share good practice and learn from each other.</p> <p>Learning Support Assistants attend weekly planning meetings with their class teacher. These meetings allow the Learning Support</p>			

<p>Assistants to share their own reflections and thoughts on previous learning, discuss gaps in learning and be part of discussions about where the learning needs to go. During this time the teacher and Learning Support Assistants discuss the weekly objectives, support for individual pupils and learning expectations. This high level of collaboration has resulted in improved quality of teaching and learning, which is reflected in the academic results.</p>				
Recommendation # 9	FRPP	5 Yr.	VISITORS' COMMENTS/RATING 5 Yr.	
The SLT, with the cooperation of the Board, review the current provision of specialist staff in the Primary School with specific reference to the music, library and Arabic teachers.	IP	C	The Primary School now has an adequate number of specialist teachers.	C
Rationale/Justification				
This was completed in 2013 with the provision of specialist staff for Primary. We now have 1 Primary music specialist, 5 Arabic specialists and 3 librarians (2 assistants). This is an increase in staffing from the FRPP. This has afforded the opportunity for students to develop their individual talents and to gain a better understanding of their host country.				
Recommendation # 10	FRPP	5 Yr.	VISITORS' COMMENTS/RATING 5 Yr.	
The SLT assign regular meetings for teachers to develop vertical and horizontal curriculum articulation between all Secondary and Primary school divisions	C	C	Sufficient, regularly scheduled meeting time is provided for curriculum development (see also Section B Recommendation # 4).	C
Rationale/Justification				
The SLT, in cooperation with the Board seek ways to improve classroom resources to enhance student learning.	FRPP IP	5 Yr. C	VISITORS' COMMENTS/RATING 5 Yr.	
Rationale/Justification				
The school has, with full support of the Board, increased spending to improve facilities and enhance student learning. The school now has a new auditorium for drama lesson, assemblies, concerts and performances. There are 4 new classrooms, a second sixth form common and a conference room. In addition we are well resourced in terms of ICT. All classrooms are now fitted with Smart Boards. Computers have been upgraded. Staff and students have access to google chrome books, laptop			Classroom resources across all Key Stages have been improved through a generous, zero-based bidding process for departmental funds. All teaching areas, including shared areas such as the ICT laboratories and libraries, are very well resourced. In recent years, generous sums have been spent on purchasing ICT hardware and software for use in the classrooms.	C
			There have also been some notable improvements to the facilities	

<p>trolleys and iPad trolleys. ICT suites have been enhanced for both Primary and Secondary. Although rated as complete, improvements are ongoing, given the ever-changing nature of technology. However, the Board and SLT give priority to student learning and therefore we ensure the school is well-resourced to support this.</p>			<p>including a new auditorium, new classrooms, a second 6th Form common room and a spacious conference room. Additional science laboratories have also been created.</p> <p>The parents have worked hard to raise funds for school resources such as lighting and sound equipment in the auditorium. Their latest fund-raising endeavour is towards the purchase of retractable seating in the auditorium.</p>	
Recommendation # 12	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT encourage on-going and consistent professional development to ensure the continued improvement of the curriculum	IP	C	Teachers uniformly expressed their satisfaction with the level of professional development made available by the school. The CPD budget provides for several strands of training including attendance at overseas and local courses and conferences, Taaleem-wide sharing of best practice, visiting consultants, and in-house workshops.	C
Rationale/Justification				
<p>By its very nature, this is always on-going (in progress). CPD courses are distributed to all staff via e mail (from Heads of Secondary & Primary) and displayed in the Staff Room. Staff then bid to attend training. The budget for CPD is generous. Many Staff attend at least 1 CPD event each year, with many travelling to the UK for relevant CPD.</p> <p>There is a clear CPD policy and all CPD is carefully aligned with the School Mission and school development plan. The CPD Policy ensures transparency and that all staff are given equal opportunities.</p> <p>We have integrated CPD into the staff Performance Management document using a new online resource (e-portfolio). This ensures that staff not only record the CPD they have attended, but also the actions they have taken as a consequence of the CPD and the impact it has had on their practice and the students they teach.</p> <p>Taaleem Job Alike days are now an integral part of the organisation's CPD calendar, where teachers from all Taaleem schools come together to exchange best practice across the group – peer development.</p>			<p>The school has a clear CPD Policy that is widely understood by the teachers. Professional training is linked to performance management and teachers are required to record all CPD attended, together with follow-up actions, in their e-portfolios.</p> <p>However, the school has not yet developed a strategic Professional Development Plan aligned to school-wide priorities and individual needs.</p>	
Recommendation # 13	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT consider a common international system for examinations at KS 4 in alignment with the Mission Statement.	R	R	DBS offers a continuum of GCSE, IGCSE, BTEC, AS and 'A' Level curricula and examinations which are adequately aligned to the school's Mission, encourage academic challenge, provide ease of transition for students transferring to similar schools elsewhere, and provide access to tertiary education locally and overseas.	C
Rationale/Justification				
<p>DBS School Mission promotes a learning environment which is challenging, celebrates diversity and enables the community to fulfil</p>				

	<p>their unique potential. In line with this it is believed that specialist staff, knowing the talents, interests and abilities of their students should have the flexibility to choose which syllabus would best instill these values for their subject. As such DBS continues to offer both GCSE and IGCSE courses at KS4, which are of equivalent value. This policy equally supports our value in continuity of learning as students choose if they wish to progress to further their studies or go into the world of work.</p> <p>Currently the school is researching the possibility of offering BTEC courses for KS4, as well as the current provision at KS5, hence supporting our mission to have a diverse curriculum that caters for all students.</p> <p>The school also participates in TIMMS, PIRLS and PISA, supporting the UAE National Agenda.</p>	<p>The school also administers standardised tests, as stated, and has recently introduced the International Schools Assessment (ISA).</p> <p>The school is currently responding to the significant changes being introduced to the National Curriculum of England.</p> <p>While noting that there will always be opportunities for curricular improvement, it is clear that the school offers a curriculum and range of examinations that broadly meet the needs of its students in alignment with the Mission Statement.</p>	
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(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
C	Recommendation # 1	FRP	5 Yr.	<p>There is a close and productive relationship between the Taaleem Executive Board and the school's leadership. Meetings of the Board and the SLT are regularly scheduled. Communication with the wider school community is effected through the school Advisory Board on which teachers, parents and others are represented. The Advisory Board provides advice and feedback on school policies and developments and generally represents the views of the community to the Executive Board.</p> <p>Policies and procedures are available to school staff and, through the online Parent Handbook, to the parents.</p> <p>In conversation with the Visitors, parents stated that they were not well acquainted with the composition and workings of the Executive Board but that, in view of their overall satisfaction with the school, this did not present a problem. They felt that they would be able to communicate with the Board if the need arose.</p>	C
	The Board consider adopting a more transparent attitude to its operations to give a better understanding to the school community of its members, policies and procedures.	IP	C		
	Rationale/Justification				
	<p>There have been some changes to the Taaleem Executive Board. In particular, the appointment of Ros Marshall as CEO in November 2013 and Maggie Wright as Director of Education and Performance in August 2014 has resulted in a more transparent and supportive approach to the development of policies and procedures. Principals and Heads of School meet across-school once a month to discuss and contribute towards the development of systems and practices. In addition, Taaleem organize "Taaleem Days" where</p> <p>The Taaleem Financial Controller is a member of the School Advisory Board, which is also made up of parents, teachers and SLT. Key operational decisions are discussed and then key aspects are shared with the community via the School Advisory Board.</p> <p>School staff have access to all policies on the shared drive and copies of the staff handbook.</p> <p>The School Advisory Board are invited to the Taaleem Way Forward annually.</p> <p>The Taaleem Executive Board meet with all parents at the start of each year to clarify their role and provide parents with the opportunity to ask questions or seek clarification on issues of concern.</p>				
Recommendation # 2	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.	
	The Board consider inviting representation from the parent and staff community on, or to the Board by developing a staff consultative committee as a forum for parental involvement.	IP	C	<p>The School Advisory Board, which includes teachers' and parents' representatives, serves as a link between the Executive Board and the school community. The constitution and by-laws of the Advisory Board are published on the school's website.</p>	C
	Rationale/Justification				
	The School Advisory Board, consisting of the Heads of School, teacher representatives, parent representatives and members of the Taaleem Executive Board, was established immediately following the last visit in order to meet this need.				

Recommendation # 3	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The Board establish a system to evaluate its own performance thus improving efficiency and visibility	IP	C	The Board currently lacks a comprehensive and rigorous means of evaluating its own performance. In view of recent changes to the membership of the Board and Senior Leadership Team, and with the impending review of the school's Guiding Statements, this would be an appropriate time to establish a thorough evaluation protocol.	IP
Rationale/Justification				
The Governing Body has established a rigorous and detailed mechanism to evaluate its effectiveness, which has now been in operation for 4 years. This includes surveys to all stakeholders, appraising performance of members of the Board, including the Chair.				
Recommendation # 4	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The Board undertake a revision of the School Development Plan to identify the financial consequences of implementing the new Mission Statement.	C	C	The school has Action and Improvement Plans but these are not explicitly driven by strategic priorities. The planned review of the school's Mission will provide an opportunity to identify long-term priorities and their financial implications. (See also Section A Recommendation 1).	IP
Rationale/Justification				
Recommendation # 5	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The Board continue to develop a Policy Manual, review all current policies and place them in the new Board Policy framework.	C	C	The Taaleem Policies and Procedures Manual is comprehensive in scope. Many school policies are published in the online Parent Handbook, although some important policies have not yet been posted.	C
Rationale/Justification				

(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
D	Recommendation # 1	FRPP	5 Yr.	All CPD is now recorded in individual staff e-portfolios, and this information can be easily retrieved, collated and summarized as an overall record for the SLT. Some CPD is directly linked to staff performance management targets and departmental needs. Other CPD opportunities are advertised to staff who apply through a bidding process. CPD is increasingly linked to school and group needs identified by the Taaleem management. The SLT's audit of CPD needs has not yet been developed into a formal strategic CPD plan linked to school improvement priorities.	C
	The SLT and CPD coordinators carry out a whole-school professional development audit in order to identify professional development needs and target proposals for staff training.	IP	C		
	Rationale/Justification				
	Since 2011, CPD is audited on an annual basis to determine future CPD needs. All staff have their own e-portfolio where they input all CPD. This ensures that all CPD is recorded and therefore easily audited. We have also introduced a bespoke CPD programme for TA's (Sept 2015). CPD opportunities are circulated by the senior team and also advertised on the staffroom notice board.				
	Recommendation # 2	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
	The SLT trial and evaluate the effectiveness of the new Performance Management policy in consultation with staff and consider ways in which this may be linked with professional development throughout the school, in order to bring greater coherence and transparency to the process.	IP	C	Discussions with a range of staff confirmed that the performance management process is, in general, highly regarded. It is considered as a positive vehicle for professional development as well as a measure of accountability, particularly for middle leaders. The introduction of peer coaching, individually or in teams, has added considerable value to the process. It has, for example, enabled early support to be provided for staff who find themselves challenged in their teaching. There is also now greater consistency and transparency, in that all staff have both data-driven and teaching and learning targets, which form the basis for discussion of their individual CPD needs.	C
	Rationale/Justification				
	The Performance Management policy is now in its 7 th year of operation, during which time it has been reviewed and updated to optimize its effectiveness. The introduction of the new e-portfolio has aligned Performance Management with professional development and CPD more closely and brought greater coherence and transparency. The e-portfolio gives teachers the platform to reflect and set goals to challenge themselves in a supportive environment.				
	Recommendation # 3	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
	The SLT keep under review the levels of classroom support and the allocation of extra responsibility roles, which do not receive additional remuneration, in order that there may be clear recognition of the importance of such contributions to the school's drive for excellence.	IP	C	The allocation of unremunerated time for staff to take on additional responsibilities or projects has been a creative recognition of the range of talents and leadership potential among the staff community. Within the overall constraints of the budget, and one likely to be at least as constrained in the future, it has also been a value-for-money innovation and provided genuine stepping stones for staff careers.	C
	Rationale/Justification				
	The school's SLT regularly reviews staffing in				

	<p>the school. Recent changes to responsibility posts include Assistant Heads, transition coordinators, subject leaders and second in faculties. These posts are not remunerated, but a time allocation is given.</p>		<p>The staff concerned, both longer serving and more recently appointed, have already made a significant contribution to students' learning, for example in improving the transition curriculum.</p>		
	<p>Recommendation # 4</p>	<p>FRPP</p>	<p>5 Yr.</p>	<p>VISITORS' COMMENTS/RATING</p>	<p>5 Yr.</p>
	<p>The SLT and middle management team explore opportunities for cross-phase co-operation and professional dialogue, which may improve teacher understanding and thereby assist students in making continuous and exponential progress through the school's educational programme.</p>	<p>IP</p>	<p>C</p>	<p>Very considerable progress has been made in this area since the Team Visit. The responses to Recommendations B6 and B7 give many examples of creative projects which link not only phases but also subjects, such as the Harry Potter focus in Years 6 and 7. An increased time allocation for joint planning has already led to enriched learning experiences.</p>	<p>C</p>
	<p>Rationale/Justification</p>			<p>Close attention has also been paid to preparing students for their options pathways in Years 10 and 12, in order to ensure a smooth progression into higher education. Parents too are well informed of the career implications of different choices.</p>	
	<p>Further details of our alignment can be read in our justification for recommendations B6 and B7.</p> <p>The school's SLT actively encourage cross phase collaboration.</p> <p>Transition coordinators have been appointed for Y6 to Y7 (Primary to Secondary). Cross phase lesson observations, to share best practice, are a regular feature of the school</p> <p>LSAster days have been introduced to support transition from KS2 to KS3, KS3 to KS4 and KS 4 to Sixth Form.</p> <p>We have also appointed a specialist careers adviser to assist students at key points in their development.</p>			<p>Several staff expressed the view that cross-phase links between the Foundation and Primary phases require closer scrutiny, a view which is broadly shared by the SLT.</p>	

(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
E SECTION	Recommendation # 1	FRPP	5 Yr.	A comprehensive Health and Safety Policy is in final draft form. Emergency procedures and health and safety information are published online in the Parents' Guide and Reference.	C
	The Board and SLT develop a Health and Safety Policy as a matter of urgency.	C	C		
	Rationale/Justification				
	Recommendation # 2	FRPP	5 Yr.	As part of the application process, the school obtains a child's full medical and immunization records in accordance with regulations stipulated by the Dubai Department of School Health.	C
	The SLT ensure that no child be admitted into the school without the necessary and complete medical documentation.	C	C		
	Rationale/Justification				
	Recommendation # 3	FRPP	5 Yr.	<p>The Extended Learning Department is responsible for the provision of support for: students with special learning needs; gifted learners and those with notable talents; and those for whom English is an additional language.</p> <p>The ELD Department identifies and registers the needs of individual learners. A formal referral process has been established, but it is not known by all teachers.</p> <p>The Department is small and, despite the presence of Learning Support Assistants, it is essential that all class teachers support students' individual learning needs. For this reason, the Department observes classroom practices and provides relevant feedback and training for the teachers.</p> <p>The Visitors observed very little differentiation being practised by teachers, particularly in the Secondary School. They also observed very little accommodation for second language English learners; this is currently not a major shortcoming because priority for admission is accorded to first language speakers of English.</p> <p>ELD staff have identified early intervention for the motor skills of Early Childhood children as a priority. Some intervention is already provided but this area may</p>	C
	The SLT review the provision of ELD programmes and staffing to maximize the learning potential of all students.	IP	C		
	Rationale/Justification				
<p>The school's Extended Learning Department offers personalized intervention programmers according to the needs of the learner. The department meets with those involved in supporting the student to review progress five times a year and modifies interventions and staffing accordingly.</p> <p>Support is provided not only to those students identified with learning needs, but also any student who is making slower than expected progress. This support continues until the student has made adequate progress.</p> <p>Furthermore, the department looks to extend its provision to those students seeking extension and offers a number of withdrawal classes aimed at our gifted learners.</p> <p>There is strong support across schools and the Taaleem Extended Learning Coordinators meet regularly to share best practice and resources, enhancing student learning.</p>					

			<p>merit further discussion between the Department and the school's leadership.</p> <p>The ELD Department is currently establishing a programme for the 8% of students identified as gifted and talented. The programme includes the withdrawal of students into extension groups, as well as the provision of in-class enrichment strategies. Many of these strategies are suitable for challenging all students, and the Visitors therefore recommend that they be broadly implemented.</p>	
Recommendation # 4	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT use the Admissions policy as a basis for a review of EAL support services and provide opportunities for all staff to be able to support EAL students.	C	C	The detailed Admissions Policy gives very clear priority for admission to children with English as a first language. Given the current waiting pools for admission, it is the case that most pupils admitted are already competent in English. This conclusion seems to be supported by classroom observations and by the evidence of internal and external assessments including the fact that all KS4 students are entered for first language GCSE examinations.	C
Rationale/Justification			The ELD Department provides some training for class teachers in strategies for supporting the needs of EAL students, but the Department is small and training is therefore restricted. Should the language profile of enrolled students change in future, this matter will need to be re-addressed.	
Recommendation # 5	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT review the provision of counselling services to support the personal and social well-being of all students.	C	C	The current provision of two four-fifths Counsellors, one in Primary and one in Secondary, is probably sufficient to respond to the counselling needs of all students and staff. The planned reduction of counselling staff next year will make it likely that this will no longer be the case. The Visitors therefore recommend that further consideration be given to the implications of the staff reduction.	IP
Rationale/Justification				
Recommendation # 6	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT review the provision of in-school careers and tertiary education counselling to meet	C	C	From Years 8 to 13 the school provides a programmatic "ladder" of Careers and University	C

	the needs of students from all countries.			Counselling. The programme sequences age-appropriate themes including work experience, subject selection and university placement. At present, the programme is managed part-time by a member of the Secondary faculty.	
	Rationale/Justification				

(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
F	Recommendation # 1	FRP P	5 Yr.	The qualified Librarian and her assistants staff both the Primary and Secondary libraries. Visiting classes are taught how to use the cataloguing systems and basic research techniques. Resources are provided for project work in discussion with staff. Students use the computers during the lunch breaks and after school. The libraries were also among the lively focal points for the school's Book Week and Poetry Slam held during the 5-year Visit.	C
	The SLT review professional and support staffing to facilitate a full range of programmes and services in each library.	IP	C		
	Rationale/Justification				
	The school now has three full time library staff; the librarian and two assistants. The team send out information to the relevant subject leaders, organize book fairs and invite guest speakers in to the school.				
F	Recommendation # 2	FRPP	5 Yr.	A very spacious playground has been constructed on a former car park area and equipped with attractive and challenging equipment and furniture. It was seen in use with great enthusiasm by the Foundation Stage children. It is also directly and safely accessible from each of their classrooms.	C
	The Board consider modifying the Foundation classrooms to allow for easy access to outside facilities and increase of space for teaching and learning.	Postp oned	C		
	Rationale/Justification				
	Every Foundation classroom now has access to outside facilities. The initial report highlighted a lack of play area for foundation students. This was rectified in 2012 with a bespoke play area created outside the foundation area of the school.				
F	Recommendation # 3	FRPP	5 Yr.	The ground floor area of the multi-purpose auditorium is equipped with curtains, sound and lighting equipment for the teaching of drama. Movable chairs and staging blocks permit flexible arrangements for assemblies. The top floor additionally comprises a spacious conference room, while rows of PCs have been installed along the corridors and are regularly used for independent study by senior students. The parents strongly expressed the view that funds should now be raised for tiered and retractable seating in the auditorium.	C
	The Board maintain their initiatives to provide a multipurpose auditorium to meet the recognized need for assemblies and performing arts.	IP	C		
	Rationale/Justification				
	The Board approved the building of a new facility, which was completed and opened for use in January 2013. The ground floor resource provides space for performances, productions, assemblies and a variety of other whole school events. The top floor also provides additional classrooms for Key Stage 4 and 5 classes, a study area for the 6 th Form and office space for the Head of Sixth Form.				
F	Recommendation # 4	FRPP	5 Yr.	A major replacement and investment programme in ICT hardware and software followed the initial Team Visit. The annual budget was almost doubled, despite overall financial	C
	The SLT ensure a replacement and acquisition policy is put into practice to continue to develop the ICT program.	C	C		
	Rationale/Justification				

			<p>constraints. A mixture of laptop, iPad and Chromebook trolleys are now strategically located in the main corridors; teaching staff have been allocated a personal iPad; LCD projectors are installed in the teaching rooms, and there is an inventory of over 200 desktop PCs. In addition, the new post of Director of Educational Technology has been separated from curriculum leadership.</p> <p>Due attention has been paid to e-safety throughout the replacement process.</p>	
Recommendation # 5	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT ensure consistency in their documented evacuation procedures to give greater clarity and guidance to that operation.	C	C	A written Evacuation Manual has been produced, with procedures that are clear and understood by staff. However, they are not yet posted together with the lock-down procedure in all classrooms.	C
Rationale/Justification				
Recommendation # 6	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT ensure there is a serious whole school commitment to the carrying out of evacuation procedures.	C	C	Although no fire practice took place during the 5-year Visit, the Principal and staff reported a much more rigorous approach to drills, as well as discussion of lessons learned from each practice, such as the inaudibility of some alarms.	C
Rationale/Justification				
Recommendation # 7	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT consider instituting lockdown procedures in case of an intruder in the school.	IP	C	The Lock-down Policy is clear and posted in each classroom. Two practices have been held and the reports show that procedures were followed.	C
Rationale/Justification			As part of heightened security on the campus, and the prevention of intruders, there is rigorous checking of all incomers at the one entry gate, and over 50 CCTV cameras have been installed. Trained security staff are on duty 24/7.	
Recommendation # 8	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT consider instituting off-campus evacuation procedures in case of the school building being unsafe.	Planned for the future	R	Given the location of the school in a residential area with through traffic, off-campus evacuation is not a realistic proposition.	R
Rationale/Justification			Concern remains that students must assemble on an area also used as a car park. However, the SLT reports that the calm orderliness of the evacuation drills	
This was considered by the SLT but it was felt that the location of the on-site evacuation area would be suitable in case of the school building				

being unsafe. Also, given the nature of the school and its location, an off-site evacuation would in reality put the children at greater risk.			means that students respond at once as to where they should line up.		
Recommendation # 9		FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The SLT install non-slip flooring in the DT workshop as well as address the issue of safe storage.		C	C	Non-slip flooring was installed in the DT workshop, but part of this has already 'lifted' and is currently taped down. It may again need to be replaced, along with the potentially slippery floor tiles in the Secondary art room.	C
Rationale/Justification					
.					
Recommendation # 10		FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.
The Board take all necessary steps to ensure that a comprehensive Health and Safety Policy is put into place and implemented.		C	C	A Health and Safety Committee has been in operation since 2009, with clearly identified roles and responsibilities. A comprehensive Health and Safety Policy is in final draft stage and is to be reviewed annually. It includes particular attention to safety in the swimming pool.	C
Rationale/Justification					

(NB: If necessary, add rows for additional recommendations)

SECTION	SCHOOL COMMENTS	RATING		VISITORS' COMMENTS/RATING	5 Yr.
G	Recommendation # 1	FRPP	5 Yr.	See section F and the response to Recommendation 3.	C
	The Board pursue its plans to build a facility on site for the performing arts, as a space for whole-school meetings, for rehearsals and stage productions.	IP	C		
	Rationale/Justification				
	The Board approved the building of a new facility, which was completed and opened for use in January 2013. The ground floor resource provides space for performances, productions, assemblies and a variety of other whole school events. The top floor also provides additional classrooms for key Stage 4 and 5, a study area for the 6 th Form and office space for the Head of Sixth Form.				
Recommendation # 2	FRPP	5 Yr.	VISITORS' COMMENTS/RATING	5 Yr.	
The SLT ensure the website is regularly updated to reflect all school policies and procedures, specifically the Mission Statement.	C	C	There is a designated member of staff who is responsible for parent liaison and who uploads and updates information on the school's website. The Mission Statement features prominently on the site, while the Staff and Parent Handbooks contain the main school policies and procedures. There are a number of essential policies (evacuation, lockdown, health and safety, e-safety and inclusion) which are still undergoing some final editing and which will need to be posted on the website when finalised.	C	
Rationale/Justification					

(NB: If necessary, add rows for additional recommendations)

SECTION 2 – THE PRESENT: ACTION PLANS

Summarize action plans the school has developed in response to In Progress (*IP*) ratings for Visiting Team recommendations.

Section (e.g. A1, B4, etc.)	Actions	Success Criteria	Timeline
	The school feels that all actions have been either addressed or rejected.		

VISITORS' SUMMARY COMMENTS & OBSERVATIONS

The Visitors broadly agree with the school's assessment. However, the school should re-address those few areas considered still to be 'In Progress' by the Visitors.

SECTION 2 – THE PRESENT: SIGNIFICANT CHANGES & CHALLENGES

- Reflect upon and describe significant changes and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- Write “none” if no significant change has occurred and/or if no challenge is anticipated.
- The sections reflect the 8th Edition Standards headings.

SCHOOL COMMENTS	VISITORS' COMMENTS
<p>School Guiding Statements (A):</p> <p>The school’s Mission is learning focused and is therefore naturally at the core of our action plans. The statements are distributed across the school. They are clearly displayed in all classrooms and offices. They are prominent on the school website and in all school publications. They are also at the heart of our academic planning and intrinsic to all schemes of work. ‘Inspired to Learn’ was at the heart of the ‘DBS Lesson Brand’, introduced in 2014. In addition the 6 Cs framework: Critical Thinkers, Communicators, Cooperative, Creative, Caring, Courageous which nurtures a holistic approach to our teaching and learning, embraces all aspects of our Mission Statement.</p> <p>The Mission is referred to in staff meetings and parent information evenings, and always a point of reference for decision making in the school, such as CPD, recruitment, purchases and excursions</p> <p>The challenge for the school is to continue to ensure that all stakeholders – staff, pupils and parents- continue to know, understand and live the school’s Mission.</p> <p>We must also ensure we measure our effectiveness more explicitly against our Mission and continue to develop an evaluative and reflective process that evidences our achievements against these measures.</p>	<p>The school has produced a number of documents which support and reinforce the current Mission Statement. These include the Six Cs framework which is essentially a distillation of learner attributes. These are widely displayed around the school and often form the basis of assembly presentations: both Primary and Secondary students can articulate how they might be reflected in lessons.</p> <p>In addition, the expectations of teaching and learning as a reflection of the Mission `have been expressed in documents such as the ‘DBS Lesson Brand’, ‘DBS expects’ and the ‘DBS culture of high challenge and high expectations’. All reflect an impressive staff commitment to raising the level of challenge and achievement and to fulfilling the opening words of the Mission - ‘Inspired to Learn’.</p> <p>In reviewing and developing a new Mission Statement, the challenge will be to select from these documents and to integrate them in a coherent and persuasive format.</p>
<p>Teaching & Learning (B):</p> <p>There has been a tremendous focus on teaching and learning over the last 3 years. Work has focused on four key areas of T & L: sharing good practice, supporting teachers & learners, using assessment to improve planning and teaching, T and L strategies (including differentiation for G & A & SEN students).</p> <p>The introduction of the Wow curriculum in the primary School has also facilitated a more internationally relevant approach to our schemes of work, as it embraces and nurtures the discovery of our host country.</p> <p>There is an expectation in the school that all teachers will deliver at least ‘good’ lessons (as measured against the DSIB framework). ‘Good’ is now the default at DBS, and anything less is deemed as ‘in need of improvement’. All lesson observations are unannounced; we want to see what teachers do under ‘normal’ circumstances and not when they know they are going to be observed.</p>	<p>The past few years at DBS have seen many changes, not least in the curriculum where substantive developments have been predicated upon changes in the National Curriculum of England. The Primary School’s new “Wow!” curriculum is a case in point; this curriculum has been designed to meet the core objectives of the National Curriculum while celebrating the international nature of the school and the culture of the host country. The school is thus attempting to contextualize the Primary curriculum in furtherance of the school’s Mission.</p> <p>The school has increased its focus on teaching and learning, especially in relation to raising the level of challenge. To achieve this, expectations of teachers have been increased, as evidenced in documents such as the “DBS Lesson Brand” and “DBS Expects”, and supported by initiatives such as peer observations and learning walks. The school, overall and in individual departments, has embarked on a process of rigorous self-</p>

SISRA observe was introduced in 2014, and the outcomes of lesson observations, learning walks, book scrutinizes are now recorded centrally. This gives the SLT an accurate overview of the school's progress in teaching and learning.

We have created working parties to support teaching and learning, where staff share best practice. This has been a 'Bottom up' process. Teams have had 'Show days' where they present their practice to other staff in the school.

Sharing good practice is now embedded into the ethos of the school. Staff e-portfolios now show evidence of staff collaboration. Learning walks and observations are also common place with the emphasis on 'learning from learners'. Peer observations are now common across the school. Teachers showcase their work at Taaleem induction days for all staff and at the KHDA What Works events

In 2014, the school developed a DBS Lesson Brand. This is displayed in every classroom and it outlines the essential, non-negotiable, high impact components we would expect to see in any high quality lesson.

With the appointment of new Deputies in Primary and Secondary, we have started to use data more effectively to measure student achievement. Staff are now using data to set challenging targets for students, to identify underperformance and to intervene where necessary.

The school now has a rigorous self-evaluation process, supported by clear monitoring and evaluation cycles in both Primary and Secondary. As a consequence, the school has an accurate assessment of the quality of teaching and learning; our strengths and most importantly, the areas in which we need to improve.

There continue to be inconsistencies. The quality of teaching and learning in Arabic and Islamic Education is variable and attainment and progress in Sixth Form Maths and Science are a continued focus. We will of course be taking action to improve staff recruitment and retention which will assist in delivering consistently high standards of teaching and learning across all subjects.

evaluation as a baseline for continuing improvements.

The school has increased the use of data, including sophisticated methodologies such as flight path analysis, in order to set targets, track students' progress, plan interventions, and measure the value added to students' attainment.

Other significant areas of change have included a marked improvement in planning for the transition of students from one Key Stage to the next, both academic and pastoral. This has been achieved by a team effort including Transition Coordinators, Key Stage Leaders and class teachers. The remaining challenge in this area is the improvement of the transition of students from FS2 to Year 1 (see Section 1, B Recommendation 6).

Another recent change has been the introduction of inter-school professional development and job-alike sessions within the Taaleem group. This initiative makes use of Taaleem-wide resources and is likely to have a significant impact on teaching and learning in all schools.

Coaching has been introduced to support the professional growth of teachers. So far, anecdotal evidence suggests that this has been most effective in the Primary School and in the coaching of teams rather than individuals.

The major challenges facing the school are quite clear. The first is the challenge of mastering all the recent initiatives while embracing further new developments. Some initiatives, such as coaching, have made a good start, while STRONG differentiation is an example of a worthwhile initiative that does not yet seem to be widely practised. The school is committed to becoming "outstanding", as defined by DSIB, and the mastery of all initiatives is important because they have all been introduced towards meeting this goal. The school's document describing what "outstanding" looks like in the classroom is particularly useful because it makes the concept visible.

The next few years will see a massive amount of change to the National Curriculum of England, and the school will continue to develop its curriculum in response to these changes. This has already involved the KS3 curriculum, and further developments will involve changes in the GCSE and GCE A and AS level examinations. The school has made an impressive and timely start to planning the

	<p>necessary curricular adaptations.</p> <p>Further improvements are necessary in the curriculum and teaching of Arabic and Islamic Studies. Improvement in these subjects will be helped if the leadership takes action to raise their status in the school, for instance, by increasing the size and prominence of the library collections and by posting Arabic displays in prominent positions such as the foyer. The same is true for Modern Foreign Languages, which are taught in a traditional manner and of which only French is available as an option in KS5.</p> <p>International-mindedness has not been in the forefront of the school's thinking, and DBS will face the challenge of embedding it at a deeper level in the curriculum at a time when the National Curriculum may be perceived to be reverting to its traditional roots.</p> <p>The integration of technology to support the enhancement of students' learning and differentiation will be a further challenge. The school has invested greatly in hardware and software, but technology is not yet used creatively in the classroom, especially at Secondary level.</p> <p>The school is justifiably proud of the range of subject options available to pupils in KS4 and KS5 based on students' demand. It will be a challenge to maintain such a broad and balanced range of subjects in view of the firmer control of the teacher to student ratio that has recently been established.</p>
<p>Governance & Leadership (C):</p> <p>There are no issues with the governance of the school and no concerns have been raised within the school community.</p> <p>The School Leadership team has gone through some major changes since 2011, including a new Principal, Head of Secondary, Head of Primary, new Deputies in both Primary and Secondary and the addition of four new Assistant Heads. This leadership structure better supports our focus on delivering a high quality education.</p> <p>The school now has stable leadership that is highly regarded by parents and the wider community. The DSIB inspection teams have rated leadership as outstanding for the last three years.</p> <p>There have been changes in governance, involvement of Heads of Schools in the Taaleem wide meetings and conferences. Heads of School now attend Taaleem SLT conferences last March and now have their own peer meetings with the Director of Education and</p>	<p>The Taaleem group and the school benefit from a skilled Executive Board and leadership who are clear about their respective roles and responsibilities and who are firmly focused on school improvement based on two key goals: raising the level of challenge and attaining an "outstanding" rating from DSIB. The relationship between the Board and the school's leadership is demonstrably positive and cooperative.</p> <p>Both the Board and Leadership Teams have, in the past two years, seen the addition of new members, all of whom have specific skills relevant to achieving Taaleem's vision.</p> <p>Similarly, the Board and leadership have striven to strengthen the faculty with the aim of accomplishing the school's goals. This has been complemented by the provision of an internal promotion structure to motivate staff and support staff retention.</p> <p>Challenges include the development of a</p>

<p>Performance on a regular and frequent basis throughout the school year.</p> <p>The challenge ahead is to ensure the Senior Management Team and Board members set the Vision for the school and engage all staff in moving the school forward.</p>	<p>rigorous protocol to evaluate the effectiveness of the recently re-configured Board team.</p> <p>The Board and leadership will also need to review the Mission Statement prior to strategic planning.</p> <p>A particular challenge will be to strengthen the school's promotion of global citizenship and to deepen its links with the host country while complying with the requirements of the National Curriculum of England. The leadership may also wish to consider best educational practices elsewhere in the world, beyond the school's current frame of reference.</p>
<p>Faculty & Support Staff (D): Teaching and support staffing has now stabilized as the school roll has reached capacity. It has been imperative that we put in place CPD and effective HR systems that support all staff and we believe these are in place</p> <p>HR systems have improved in the past 5 years, specifically our induction of new staff to the school. All teachers appointed to positions at DBS are experts in the area in which they teach. The recruitment of high performing staff is well established at DBS.</p> <p>We have introduced several new posts of responsibility and brought in new initiatives to ensure staff feel empowered and are part of the decision making process.</p> <p>These are seen as career stepping stones within the management structure of the school. We have improved staff retention and improved staff professional development opportunities, hence supporting our mission of encouraging people to fulfill their unique potential.</p>	<p>The school is fortunate in having been able to recruit high calibre staff whose qualifications and experience are well matched to their teaching commitments. There has also been a growing realisation that investment in the professional development of the Teaching Assistants results in even more effective classroom support.</p> <p>Staff has appreciated the generosity to date of the CPD budget at all levels. They also appreciate the transparency of the current HR policies and procedures, which are clearly laid out in the Handbooks.</p> <p>However, the school operates in a competitive economic environment and both the recruitment and retention of staff will continue to pose a challenge. Good staff will inevitably leave for promotional opportunities.</p> <p>Replacing them will, as a priority, require as generous a remuneration package as can be afforded.</p>
<p>Access to Teaching & Learning (E): DBS is a fully inclusive school. We offer places to children with learning difficulties and believe we provide outstanding care for all the students under our care. This has been identified as strength of the school in recent DSIB inspections.</p> <p>We are one of a small number of schools in Dubai to offer Applied A Levels and now the BTEC as a qualification for students with different needs to the traditional A level provision. These courses have ensured that students actually thrive here at DBS.</p> <p>Our enhanced support and tracking systems ensure we can support every child. We have a pastoral team and year group leaders who, along with subject staff and class teachers, work to ensure we tackle underachievement as soon as it arises.</p>	<p>The school is not fully inclusive, in that it gives priority for admission to mother tongue speakers of English. The Admissions Policy is explicit on this, and the admissions procedures are closely aligned to policy.</p> <p>On the other hand, the school is inclusive in the sense that it grants admission to students with specific learning needs, provided that those needs can be supported by the school.</p> <p>A gifted and talented programme is being introduced to ensure that the school sets high expectations for all students, as expressed in the Mission.</p> <p>The school now offers a limited BTEC programme as a more vocational alternative to pupils in the final two years of school who do not wish to follow the traditional academic</p>

<p>Assessment data shows that our SEN students excel under this environment, achieving well above their value added data.</p> <p>The curriculum is under constant review. In the Primary school we have adopted the WOW curriculum in response to changes made in the UK. This has proved extremely successful and all stakeholders are regularly updated on the progress of their child.</p> <p>In the Secondary school we will be reviewing the KS3 curriculum in light of the changes in the UK. This is work in progress. At KS4 and 5, we are fully prepared for the changes in GCSE and A level curriculums. Specialist staff have been on appropriate inset and are prepared for the changes.</p> <p>The challenges ahead are to ensure curriculum provision remains challenging, inclusive and relevant. We must to continue to keep up-to-date with developments in the UK and other British international school across the world-including developing links with similar schools in the UAE.</p>	<p>A Level pathway.</p> <p>A major challenge will be to train all teachers in strategies to support students with specific learning needs, gifts or talents. Differentiation for these needs is not yet strong in Secondary classrooms. The provision of alternative, non-GCSE courses below KS5 is a related challenge that the school may wish to consider.</p> <p>Of recent concern is the planned reduction of counselling staff, and the school will need to consider ways to ensure that the psychological, social and emotional needs of children and families will continue to be met.</p>
<p>School Culture & Partnerships for Learning (F):</p> <p>Our students have excellent attitudes towards learning and this is reflected by our last four DSIB inspections where students' behaviour and attitudes to learning were judged as 'Outstanding' with no areas identified for improvement and no recommendations.</p> <p>The school has excellent relationships with the parent body, again, identified as strength by DSIB, and parents are very positive about the school and its provision. The Leadership team will continue to ensure that the school's partnership with parents remains strong.</p>	<p>There were no Recommendations in the Visiting Team Report arising from the equivalent of Section F, and therefore no response in the Report. Culture and partnerships are a real strength of the school, however, and merit further description.</p> <p>The students of all ages are outstanding ambassadors for the school. They demonstrate a natural courtesy, respect for staff, care of each other and helpfulness to visitors. They are confident and articulate without being patronising. In class they demonstrate an enthusiasm to learn and a willingness to engage in dialogue.</p> <p>The approach to 'Student Voice' has undergone major change this year. Critical reflection by the students themselves on the role of a representative council prompted the decision to move to an elected presidential system at Secondary level, as a major exercise in democracy. The 6th Form Presidential Team supports the work of the House Captains and organises fundraising and social events. Members are seen as responsible leaders and approachable role models by younger students.</p> <p>The Primary School has a system of House Captains and Prefects. They speak at assemblies and see an important part of their role as the provision of help and support for the youngest or more vulnerable children.</p> <p>The challenge will now be to reflect on the</p>

	<p>impact of these new arrangements and to revise them, if necessary, in order to ensure that the views of students of all ages are taken into account.</p> <p>Parents are welcomed in the school and are highly appreciative of the open channels of communication with the Senior Leadership Team and staff. This has been apparent to them since the earliest stages of the admissions process. Responses to their queries are timely, friendly and helpful. Parents also appreciate the flow of information about school events and the progress of their children. They speak positively of the Communicator App, the frequent e-mails and SMS texts.</p> <p>In reflection of these excellent relationships, there is a lively Parents and Friends Association which, for example, raises funds and welcomes families new to Dubai. Their representatives on the Advisory Board value their role as a sounding board for new policy initiatives.</p>
<p>Operational Systems (G): School operating systems have been judged to be outstanding in the last 3 school inspections. There are no issues with school administration. However, we constantly review our operations through consultation with all relevant parties.</p>	<p>The school campus, both inside and outdoors, is a secure, attractively designed, clean and highly functional learning environment. This is a tribute to the many administrative and support staff who demonstrate their own strong commitment to the school's Mission. A challenge will be to replicate for the Primary School children the standards and accessibility of the Foundation Stage playground.</p> <p>A further area of challenge will be to ensure that the improved ICT hardware and software is effectively integrated as a teaching and learning tool. While students use it well for independent research, there is limited evidence of truly interactive learning in the classroom.</p>

SECTION 2 – THE PRESENT: CORE PRINCIPLES

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>The school's Mission lies at the centre of all that we do. We have worked hard to ensure the whole school community is aware of our Mission of challenge, excellence and of thinking locally and globally, its impact and how it drives decision-making</p> <p>Our Mission is shared and displayed at every opportunity. We refer to it whenever appropriate; in staff meetings and parent information evenings where it is always a point of reference for any decisions made in the school, such as the introduction of the Wow Curriculum and the appointment of additional leadership members</p> <p>All policies and planning align with the school's Mission and decisions made at all levels use the Mission as a point of reference.</p> <p>Area(s) for Future Attention:</p> <p>Whilst the Mission is clearly communicated at the beginning of the year to parents and staff, the school notes that it needs to consider ways of keeping the mission 'alive' through the course of the year. Raising awareness of the school's Mission, within the community, is a continuous process. There will always be a need to find ways to communicate the Mission to all key stakeholders.</p>	<p>Discussions and observations during the 5-year Visit confirmed that the current clear and concise Mission Statement does lie at the heart of the school's drive for challenge and inspirational learning.</p> <p>The challenges are now, firstly, to review and produce a new Mission Statement which loses none of the community values and individual learner attributes but perhaps re-balances them and, secondly, to incorporate a more explicit focus on Internationalism and Intercultural Competence. The latter could well merit a distinct 'Mission' of its own.</p> <p>The school already successfully uses a range of digital platforms to communicate with parents and stakeholders. It will be able likewise to use these throughout the year to demonstrate how strategic initiatives and plans reflect the new Mission Statement.</p>
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>At all age groups in the school, the attainment and progress data measured against UK standards, international benchmarking and DSIB ratings are at least good, if not outstanding. All teachers are acutely aware of the standards we aspire to and work towards the goal of achieving outstanding.</p> <p>The improved assessment and tracking systems we have put in place set challenging targets for both our students and our staff.</p> <p>All teachers are expected to use data to aid their planning so it has the biggest impact on every student</p>	<p>Conversations and observations during the Visit confirmed the strength of the school's focus on teaching and learning. Developments in professional training, curriculum revision, performance management and the use of attainment and progress data have all supported improvements in academic standards. There is deep commitment among the school's leadership, faculty and staff to the goal of raising the level of challenge for students.</p> <p>To this aim, the school is strongly driven by the requirements of the DSIB and by changes to the National Curriculum of England. While the school's responses have been impressive, the frame of reference has been narrow. The review of the school's Mission Statement and subsequent strategic planning will provide an opportunity to consider additional learning</p>

under their care.

DBS has focused on T & L at all ends of the spectrum, whether it is under-achieving students or our high achievers. Results across the school reflect this success. Our Foundation department has received an outstanding rating for the last 3 years in the DSIS inspections whilst our Sixth Form students have gained places at Cambridge University. We stretch all students, whatever their ability.

Student learning is measured in a variety of ways and we constantly review this in light of changes in the UK. In Primary we have moved away from the IPC curriculum and are using the WOW curriculum. The KS 3 curriculum is currently being reviewed and will reflect changes in the UK. KS4 & 5 is constantly being reviewed.

Attainment and progress are then measured against benchmarks from around the world such as PISA, TIMMS and ISA and of course the UK based examinations (see below).

We use the English National Curriculum and measure value-added at IGCSE/GCSE and A level grades using CEM data. Teachers are fully aware of how this data analysis works and it is used effectively to help plan, give students challenging targets and review performance each year: performance in terms of grades achieved by individual students, whole school performance, faculty performance and teacher performance.

We also ensure that hard working students are also rewarded. We recognize effort in the school at every key stage and award certificates, not just to the best performing students in terms of grades, but also most improved and greatest effort. This ensures students recognize the importance of hard work and of being in the DBS community.

We provide opportunities for students to demonstrate leadership skills guide and help others and the opportunity to challenge themselves outside of the classroom. We offer an outstanding ECA programmed for students which enables DBS to make judgments about the character, determination, tolerance and international mindedness of our students.

Area(s) for Future Attention:

With UK curriculum changing, we need to ensure we offer up-to-date, engaging and challenging curriculums at DBS. DISB has rated our curriculum at DBS as outstanding; we must ensure that it remains so. Assessment at KS1, 2 and 3 will be a focus, with

outcomes, with associated means of measuring pupils' progress and attainment, that will broaden the school's philosophical base and ensure alignment with the CIS Core Principle of internationalism and intercultural competence.

<p>the removal of National Curriculum Levels in the UK. We are keeping a close eye on developments in the UK, and will be looking for a model of assessment that best meets the needs of DBS and its students.</p>	
<p>SCHOOL REFLECTIONS</p>	<p>VISITORS' COMMENTS</p>
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>The school's definition of internationalism is contained within our Mission; that we think locally and globally, we draw strength from our diversity and we are considerate of the needs of all others.</p> <p>Internationalism and Intercultural Competence are embraced through the school by:</p> <ul style="list-style-type: none"> • Learning topics covered in a variety of cultures, beliefs and values. For example, in Art one unit per year group is dedicated to the exploration and development of international mindedness • Developing an understanding of global & local issues including environmentalism, conservation and human rights. For example, in Year 9 History students study the concept of Conflict • Developing fluency in more than one language. For example, in addition to learning a European language, all students learn Arabic, the host country language • Encouraging students to become involved in both the local & global community projects. For example, active support of the Shoe Box collection for UAE Labour Camps, organizing a collection for the Syrian Refugees • Developing leadership, cooperation, problem solving and conflict resolution through student council and class responsibilities and LSAs. For example, Model United Nations and Student Council • Participation in the DBS international day & the UAE National Day. • Recognizing other cultures in assemblies. • Developing students' knowledge, understanding and respect of Islam and embedding it into the curriculum e.g. interdisciplinary unit with Art and Arabic looking at the Grand Mosque in Abu Dhabi <p>At DBS we celebrate the fact we are an international British school. It is not just during international week or the national week celebrations that this occurs. We teach tolerance and celebrate our diversity. We celebrate Arabic and Islamic occasions of Eid Al-Adha, The Prophets birthday, and Al Israa & Al-Miraaj.</p>	<p>The Senior Leadership Team expressed some concern as to whether the school can both reflect the concept of 'British' as in its formal title and at the same time have Internationalism and Intercultural Competence as core principles.</p> <p>There is essentially no dichotomy here. While debate continues as to what exactly are the values of a British education, they are generic and relevant to both a local and an international context. The skill will lie in determining measures of success in implementing the new Mission, which catalogue not only 'what we do' but also 'what we are'. A full audit map of curriculum opportunities might be useful here.</p> <p>The school is already sensitive to the conflicts and constraints of the volatile region in which it is located. None of these, however, need be a barrier to reflecting the CIS Core Principles.</p>

<p>In the Secondary school we have a strong and thriving MUN group. The group travels around the world to attend conferences, discussing a wide range of international issues.</p> <p>Our gold award Duke of Edinburgh expeditions are always based overseas and involve international travel. They combine developing expedition skills with building an awareness of the cultures through service activities of the communities they visit (such as Nepal)</p> <p>Area(s) for Future Attention:</p> <p>The world is constantly changing and DBS needs to change with it. Our students do understand that they are fortunate to live in such an international environment. They leave DBS with a respect and tolerance of all nationalities.</p> <p>We must endeavour to ensure that this attitude is one that prevails. Future changes to the curriculum (both academic and PSHE) must support this.</p>	
<p>Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?</p> <p>All three areas are intertwined and impact on each other. We consider them to be of equal importance.</p>	<p>The Visitors agree that the Areas for Future Attention are closely related, but they suggest that the review of the Mission Statement should be the first priority.</p>

SECTION 3 - LOOKING FORWARD: THE FUTURE

Please reflect on structures and practices that are in place (or that the school *plans* to put in place) for improvement. How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

SCHOOL COMMENTS

The school has introduced a rigorous self-evaluation and improvement planning process, supported by a clear monitoring and evaluation cycle in both Primary and Secondary. The introduction of i-abacus and SISRA has supported this, by centralising data making it easy to access and analyse.

The school's self-evaluation process now effectively supports the school's action plan. This is aligned with Taaleem's strategic platforms, and is informed by the school's SEF, recommendations arising from DSIB inspections and CIS accreditations and staff, student and parent surveys.

The school's leadership team is committed to school improvement and has high aspirations for the school; we strive to be outstanding in the next DSIB inspection. In order to improve, we also seek feedback from all key stakeholders: parents through the school Advisory Board and parent surveys, students through student voice and teachers through surveys and various committees.

CPD is carefully aligned with the school development plan, and informed by a clear Performance Management process. Performance Management and CPD records are stored centrally using Survey Monkey. This gives the school's leadership team a clear overview of staff Performance Management targets and their progress against these targets, and CPD undertaken by staff and the impact it has had on their practice and the students they teach. The school's CPD Policy ensures transparency and that all staff are given equal opportunities. All staff now have their own e-portfolio, generated from the information stored in Survey Monkey. The new Taaleem sister school in Jumeirah Park will provide staff with opportunities for further development and the sharing of best practice.

The school's leadership team comprises of outstanding practitioners, with a wide range of experience and expertise, from all phases of the school. The team have specific responsibilities, working with class teachers to raise the quality teaching & learning. The team have a clear and shared vision of what outstanding teaching and learning looks like their expectations are articulated to staff at every opportunity. These expectations are laid out clearly through 'Creating a culture of high challenge and high expectations through professionalism', 'DBS Expects', and the 'DBS Lesson Brand'.

Good practice is shared systematically across the whole school and peer observations are a common feature in

VISITORS' COMMENTS

DBS has the structures and practices in place for improvement. These include a talented and widely respected Leadership Team, a methodology for self-evaluation, an improvement planning process, and means to evaluate success, especially in terms of students' progress and attainment. These strengths are underpinned by an Executive Board that is prepared to fund the necessary professional training and material resources.

What is missing, perhaps, are breadth of vision and clear strategic priorities beyond attaining DSIB "outstanding" status.

In justifiably emphasising the outstanding features of the school, both in this report and in conversation with the Visitors, the leadership may be underestimating the current inconsistencies in the quality of teaching between and within school divisions. This is a matter to be pursued if the school is to meet its goal of an "outstanding" rating.

Another challenge is to become aware of developments in teaching and learning that lie beyond the specific curriculum and inspection criteria that now command the school's attention. It would be a worthy aim to go beyond compliance to develop a school that is not only "outstanding" but vibrant. The starting point for this will be a review of the Mission Statement.

all phases, and indeed across phases.

At DBS we appreciate that the students we educate will leave us, and enter into a rapidly changing world, where adaptability, independence, tolerance and a love of learning are essential to succeed. We constantly review and update our curriculum, our teaching strategies and our pedagogy to ensure our students are engaged in their learning and prepared to fulfill their future aspirations.

The challenges ahead include:

- Delivering courses that meet the needs of EVERY student admitted to DBS.
- Ensuring ALL staff are kept/keep up to date with the latest initiatives in T & L and new pedagogy.
- Ensuring that staff are kept up-to-date with changes to the UK curriculum and assessment.
- Encouraging teachers to take risks in their teaching to become facilitators of learning.
- Ensuring DBS prepares students for their future studies, wherever that may be, by producing well rounded, confident young adults
- Ensuring that facilities and resources meet the needs of the students
- Ensuring DBS continues to attract and retain high quality teachers, senior and middle leaders.

PART III SCHOOL DATA

School Name:	<u>Dubai British School</u>
Address:	<u>PO Box 37828</u> <u>Dubai</u> <u>UAE</u>
Date of most recent Team Visit:	November 6 2009 – November 12 2009
Date of the 5-Year Report:	<u>18th January 2015</u>

At the time of the last Team Visit	Total student enrolment was: 976
	Age range was: 3 -18

At the time of this 5-Year Report	Total student enrolment is: 1095
	Age range is: 3 – 18

LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

NAME (please type)	POSITION	SECTION(S) INVOLVED
Matthew Bentley	Assistant Headteacher	1, 2, 3
Mark Ford	Principal	1, 2, 3
Tanya Drew	Head of Secondary	1, 2, 3
Simon Jodrell	Head of Primary	1, 2, 3
Jo Knowles	Maths teacher (transition)	1, 2
Bethan Jones	Head of English	1, 2
Sally Cox	Head of Year 6	1, 2
Jon Pennock	Head of Maths	1, 2
Ian Barfoot	Head of Science	1, 2
Alison Phillips	Head of Extended Learning	1, 2
Sarah Thomas	Taaleem Central Office	1, 2, 3
DBS SEB	Taaleem Central Office	1, 2, 3

SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks): School Action Plan Secondary Monitoring Cycle Primary Monitoring Cycle DSIB Reports 2012, 2013, 2014 DBS Lesson Brand DBS Expects DBS Lockdown Policy DBS culture of high challenge and high expectation DBS SEF	
Director/Head of School Name: Mark Ford	Signature: Mark Ford
Director's/Head of School's E-Mail Address: mford@dubaibritishschool.ae	
Board Chair Name: Rosamund Marshall	Signature: Rosamund Marshall
Board Chair's E-Mail Address: rmarshall@taaleem.ae	
Date: 18 th January 2015	

Upon completion, please send this Report to the Accreditation Agency(ies).

Thank You.

PART IV

CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
 - the extent to which the school is mission driven and vision led;
 - the extent to which the school is learner-focused and cares about well-being;
 - the extent to which the school has embedded internationalism into the fabric of the school.

VISITORS' COMMENTS

The evidence within this report, and more particularly that obtained during the Five-Year Visit, demonstrates that Dubai British School is deeply committed to improvement. The school has the leadership, structures, and evaluation and improvement protocols to ensure that improvement will continue to take place. The school is supported by the Taaleem group which is prepared to commit the resources needed to achieve its vision of excellence.

The school embraces the CIS Core Principles, and is notably strong in its focus on students' learning and well-being. A review of the Mission Statement, followed by the development of strategic priorities including a deepening of the school's commitment to the promotion of global citizenship, will help support the development of a school that is both outstanding and distinctive. The Visitors have elaborated upon these points within the body of this report.

The Visitors thank the Principal, faculty and staff of DBS for hosting the Visit with hospitality, efficiency and good humor. All our interactions with school personnel were not only professionally rewarding but personally enjoyable. It was inspiring to meet a team of leaders and teachers so determined to take their school to the next level of excellence, and to talk with students who are so proud of, and affectionate towards, their school.

Thank you.

Nicholas Bowley
School Support and Evaluation Officer
CIS

Jennifer Bray
Retired Principal
Educational Consultant

16th March 2015