

Inspection Report



Dubai British School

2014-2015



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School information



General information

Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.dubaibritishschool.ae
Telephone	04-3619361
Address	P.O.Box 37828, Springs 3, Emirates Hills, Dubai
Principal	Mr Mark Ford
Language of instruction	English
Inspection dates	3 rd – 6 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Foundation Stage - Year 13
Number of students on roll	1096
Number of children in FS1	76
Number of Emirati students	0
Number of students with SEN	79
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	84
Largest nationality group of teachers	UK
Number of teacher assistants	26
Teacher-student ratio	1 : 13
Number of guidance counsellors	2
Teacher turnover	13%



Curriculum

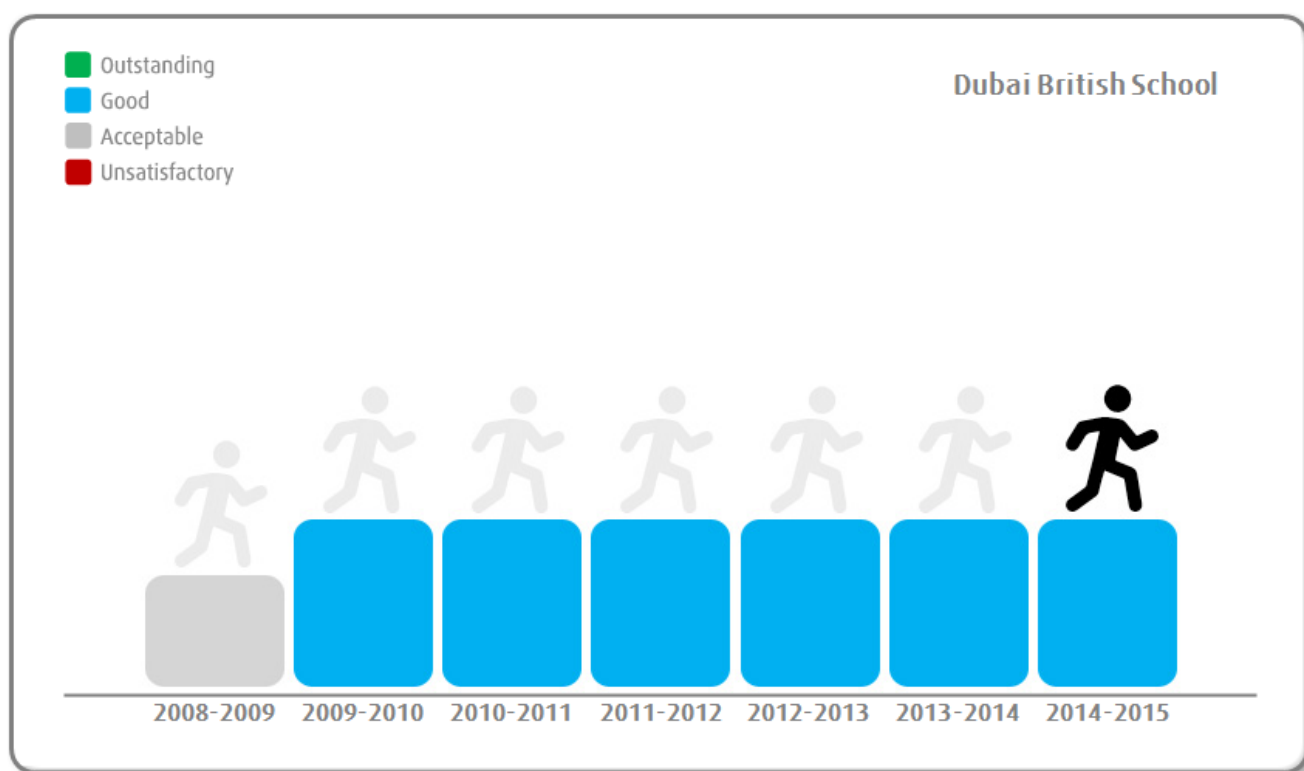
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE and A-level
Accreditation	Council of International Schools



Dear Parents,

Dubai British School was inspected by DSIB from 3rd-6th November 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Teaching and children's progress in the Foundation Stage was outstanding.
- Students' attainment and progress in English in the post-16 phase, and their learning skills, were outstanding.
- Students' behaviour and attitudes across the school were outstanding.
- The curriculum was broad and balanced, and met students' needs very well.
- The governors, school leaders, and parents worked well together to improve the school.

Areas for improvement

- Improve students' attainment and progress in Islamic Education and Arabic.
- Strengthen the process of school improvement so that it has a direct and positive impact on students' learning outcomes.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Dubai British School



How well does the school perform overall?

Overall, Dubai British School provided a 'Good' quality of education for its students.

- Children's progress in learning and in social development was outstanding in the Foundation Stage. Students' progress and attainment in Islamic Education and Arabic were weaker. Students in the post-16 phase had very well developed learning skills. They used technology effectively and had responsible attitudes to learning.
- Students' personal responsibility and their contributions to community and environmental projects were outstanding. Their awareness of Islamic values and Emirati culture and heritage was good.
- The quality of teaching in English, mathematics and science was high and the majority of students made rapid progress. Teachers assessed students' strengths and weaknesses in learning well.
- The curriculum was very well designed to promote progression in learning and to meet the needs of different groups of students. Vocational education was a particular strength of the school curriculum.
- The school supported students well and had systematic procedures for promoting healthy living and ensuring students' safety.
- Governors, senior leaders and other staff worked very well together, with the involvement of parents, to lead and improve the school. Self-evaluation was carried out effectively.



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

- Most students with special educational needs, including those with more complex needs, gained the knowledge, skills and understanding that prepared them well for the next stages in their education. They made good progress in their learning and development. In lessons, teachers' efforts to help students to meet or exceed individual targets were mostly successful. Students made less progress in Islamic Education and Arabic than in other subjects.
- The school used written tests and admission forms efficiently to identify students who were potentially in need of support. Effective changes were made to the curriculum in response to the personal, social, emotional and learning needs of almost all students.
- Parents and children were invited to educational review meetings to agree learning targets, in partnership with staff.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 English	Attainment	Outstanding	Good	Outstanding	Outstanding ↑
	Progress	Outstanding	Good ↑	Good	Outstanding ↑
 Mathematics	Attainment	Outstanding	Good	Good	Outstanding ↑
	Progress	Outstanding	Good	Good	Good
 Science	Attainment	Outstanding	Outstanding	Good	Good
	Progress	Outstanding	Outstanding	Outstanding ↑	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Good	Good	Outstanding ↑

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

Overall school judgement

Good

Key strengths


- The quality of teaching in the Foundation Stage was outstanding, leading to outstanding progress and attainment by the children across the key aspects of learning.
- There were improvements in students' attainment and progress in English, mathematics and science at various stages and in learning skills in the post-16 phase.
- Students' behaviour and attitudes towards learning were positive. Students took responsibility for community projects and protecting the environment.
- The curriculum was very well designed to meet the needs of different groups of students. It was broad and balanced and supported students' progression in their academic and personal development. Opportunities were provided to encourage and to meet the needs of gifted and talented students.
- There was strong teamwork between the governors and leaders in the school, with involvement from parents, to improve aspects of the school's work.

Changes since the last inspection

- Students' attainment and progress in English had improved for post-16 students.
- Students' progress in English had improved in the primary phase.
- Attainment in mathematics had improved in the post-16 phase.
- Students' progress in science had improved in the secondary phase.
- The learning skills of students in the post-16 phase had improved.

Recommendations

- Improve attainment and progress in Islamic Education and Arabic lessons, by ensuring that teachers consistently:
 - have high expectations of what students can achieve
 - match tasks and activities to the needs of different groups of students
 - assess students' progress and attainment accurately across all key skills in the subjects and take the results into account when planning next steps in learning for different groups.
- Refine the processes for monitoring and evaluating students' outcomes to provide more accurate information about the quality of the school's work, which can be used to target improvement activities more closely.

 Improved from last inspection

 Declined from last inspection


1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding


- Children listened attentively to exciting stories and rhymes in English and were able to anticipate key events accurately with questions or actions. They made rapid progress in acquiring communication skills.
- Children demonstrated well-developed mathematical understanding in a range of activities. They could link their learning in mathematics to their understanding of the environment, for example, when recording numbers and shapes. They counted reliably, and recognised differences in quantity when comparing sets of objects. They could describe shapes and were becoming confident in their understanding and use of mathematical language.
- Children developed very good scientific skills for their age. These enabled them to observe and comment accurately about similarities and differences, for example, of materials and features within their immediate environment.

Primary




Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good 
Mathematics	Good	Good
Science	Outstanding	Outstanding

- In Islamic Education, most students had adequate knowledge of the pillars of Islam and almost all students in upper primary could list them accurately. Most students made acceptable progress in developing their knowledge of prophets.
- In Arabic as first language, most students had appropriate listening and reading skills. Students' abilities to write coherent paragraphs were developing but their speaking skills were weak due to excessive use of colloquial language. Most students made acceptable progress in understanding the texts being studied and in writing simple sentences using new words.
- In Arabic as an additional language, most students had acceptable listening skills. They relied on English translation to understand texts and when speaking. Students could write simple sentences using familiar words but common errors prevailed. They made acceptable progress in developing their vocabulary of everyday life but their progress in writing correctly was slow.

- In English, by the end of the primary phase, reading was a strength, although writing remained a focus for improvement in the school's action plan. Students were enthusiastic about learning and were improving their speaking, listening, critical thinking and analytical skills.
- In mathematics, students made good progress in applying their mathematical knowledge and skills to real-life situations. They were making good progress in using numbers, quantities, space, shape and basic measurements.
- In science, students were excited by the investigative approach to science and made outstanding progress, developing excellent enquiry skills and high levels of understanding.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Outstanding	Good
Mathematics	Good	Good
Science	Good	Outstanding 

- In Islamic Education, most students demonstrated a basic knowledge of key concepts. Students' knowledge of the Holy Qur'an was limited. Their progress in gaining knowledge about Islam's morals was acceptable but their progress in developing knowledge of rituals was slow.
- In Arabic as a first language, most students had acceptable reading skills but their speaking skills were not sufficiently fluent. Students made acceptable progress in understanding texts and in writing short paragraphs but with limited accuracy.
- In Arabic as an additional language, most students listening skills were in line with expectations but their use of English in classwork was dominant. Most students made acceptable progress in writing simple sentences about daily routines and vacation plans but sentences contained many grammatical errors.
- In English, almost all students were exceeding curriculum expectations. They made positive progress in analysing and critically evaluating literature, although external examination results in literature were less strong than those in English language.
- In mathematics, students made good progress in geometry, algebra and interpreting data. Their mathematical reasoning skills were well developed.
- In science, students made rapid progress that built on the very good scientific understanding and practical skills gained in the primary phase. This led to good results in core science assessments in Year 10, followed by similar good grades in additional science in Year 11.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding 	Outstanding 
Mathematics	Outstanding 	Good
Science	Good	Good

- In Islamic Education, most students had basic factual knowledge of key aspects of Islam. Students' abilities to understand and interpret the Holy Qur'an was limited. They made acceptable progress acquiring knowledge about the lives of prophets.
- In Arabic as a first language, most students had appropriate knowledge of vocabulary and could read poems with adequate understanding. They made expected progress in understanding literature but their analysis of the texts was insufficiently developed.
- Students developed the breadth and depth of their understanding and use of English language and literature. They achieved outstanding results in advanced level English.
- In mathematics, students were capable of advanced mathematical thinking and reasoning. They selected and applied appropriate problem-solving strategies to deal with complex problems.
- In science, students made good progress in all aspects of the subject. They continued to develop their scientific understanding from GCSE level and achieved good grades at A-level.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Good	Good	Outstanding 

- In the Foundation Stage, children were motivated by the provision for active and independent learning. They enjoyed their work and became creative and critical thinkers who used their prior knowledge when learning new things. They used opportunities very well to read, write, investigate, construct and play. Post-16 students were effective in learning independently. In most classes, across other phases, students enjoyed taking responsibility for improving their own learning. However, the majority of students did not show the same level of personal responsibility in Islamic Education or Arabic lessons.
- Students collaborated well in most classes and worked effectively in pairs and groups. In the Foundation Stage, children co-operated very well and were eager to share their learning. Post-16 students worked together very effectively, debating issues critically and sharing their understanding in a mutually supportive way.
- Across the school, students made good connections between areas of learning and were able to link their learning to real-life situations. For example, in mathematics, students related the study of geometrical shapes to Dubai architecture. This aspect of learning was very well developed in the Foundation Stage and post-16 phase.
- Post-16 students were very effective researchers and critical thinkers. Students in other phases used internet-connected devices alongside books to research topics independently. In the majority of classes, they applied critical thinking skills to analyse issues.

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Almost all students displayed mature and responsible conduct in lessons and outside classrooms. • Relationships between students were very courteous and respectful in their interactions with teachers. • Almost all students made healthy choices when eating. They were aware of the dangers of unhealthy lifestyle habits. • Most students participated in extra-curricular activities that promoted healthy bodies and exercise. • Students' attendance and punctuality were outstanding. 				
	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students' knowledge of Islamic values was appropriate. Students had factual knowledge of the general practices and festivities of Islam, such as Eid. • Older students admired Dubai's rapid development. Most students demonstrated good knowledge of their own cultures but their knowledge of the UAE's culture and heritage was basic. • Students' global awareness was good. Students were able to give detailed descriptions of some current worldwide challenges. 				
	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students responded very well to excellent opportunities for community service through a range of school-managed activities. They showed a strong work ethic. • Students across the school were environmentally aware and many were engaged in environmental activities inside and outside the school. • Students were pro-active and responded very well to opportunities to take leadership roles. With school support, students were able to take the initiative in setting up and developing projects, showing enterprise, resourcefulness and creativity. 				

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> Teachers in the Foundation Stage had high expectations of what children could achieve, and provided tasks that challenged them. Teachers used a wide range of interactive learning resources, for example, computers and interactive whiteboards. Teachers in English, mathematics and science had strong subject knowledge and a good understanding of how children learn. In Arabic and Islamic Studies, low expectations limited learning outcomes at times. Lesson planning was detailed in Arabic, English, mathematics and science. Differentiation of tasks and activities for different groups was limited in Islamic Education and Arabic but more integrated in the other key subjects, where teachers used a range of stimulating and imaginative resources. Teachers knew the levels of their students and asked probing questions to develop understanding and to challenge students to think for themselves. Accurate analysis of students' needs led to grouping across classes in mathematics and science, and grouping within classes in English. This enabled a greater focus on meeting individual needs in those subjects. Independent learning was an integral part of lessons in the primary phase. Teachers promoted critical thinking skills in English, mathematics and science. In Arabic as a first language, most teachers had a good knowledge of the subject and used a range of additional resources, which provided students with appropriate opportunities to understand grammar and the texts under study. In the secondary and Post-16 phases, "What if" scenarios encouraged students to practise writing. However, excessive teacher talk and low expectations limited the level of challenge, depth of analysis, and the quality of teachers' feedback. 				

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> Assessment of children's progress in the Foundation Stage was on-going. Teachers had very detailed and accurate knowledge of each child's progress and attainment. Teachers in the primary phase used English National Curriculum level descriptors well to judge the progress and attainment of their students. Internal assessment was a strong element of planning in English, mathematics and science. However, in other subjects, assessments were not used fully to shape lesson plans. Assessment data was used to organise mathematics and science sets across classes and to group within classes in English. Teachers' analyses of assessment results had helped them to make changes to the curriculum, for example, in biology, and in English in the primary phase and at GCSE level. The school's processes for tracking the progress of individuals and groups of students were developing to inform teachers and enable them to provide better support for students' learning. The use of formative assessment, by questioning students and observing their work was a strength and this was especially found in English lessons. Peer and self-assessments were used widely in key subjects and other areas. Students' work was increasingly evaluated against criteria for success. 				

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding

- The very broad range of subjects and choices offered to students at both GCSE and A-level allowed students' ample scope to develop their academic and personal skills.
- The innovative vocational education programme (BTEC) offered practical, creative experiences as an alternative to the GCSE and A-level pathways. This allowed all students opportunities to experience challenge and success.
- The well-planned transition from the Foundation Stage to the primary phase and onwards prepared students well for change and development within a supported environment.
- Regular curriculum review and future planning ensured that opportunities for cross-curricular links, research, independent learning and critical thinking were provided.
- The newly designed curriculum in the primary phase provided greater breadth and opportunities to offer local and international themes in students' learning.
- In Arabic as a first language, additional material and activities were used adequately to enrich students' experiences such as the use of "what if" scenarios to encourage students to write short paragraphs. However, the four skills were not integrated well in lessons and often students lacked challenge and interest.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding

- The school had modified the curriculum to provide well for different groups of students. Students with special educational needs were supported well. The broad range of subjects on offer, including vocational options, allowed all students to study subjects that matched their abilities and interests.
- High quality career guidance and support that also involved parents were available to all students.
- The extensive range of extra-curricular activities and community links allowed students to extend their learning beyond the classroom, with many creative and enterprising activities developing within and outside the school.
- The school offered a one 30-minute session of Arabic as a first language per week for five children in Foundation Stage 2. They attended another 30-minute session alongside non-Arab children. The school's programme targeted basic vocabulary and common phrases at native level.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Child protection procedures were thorough and, as a result of regular training, understood by all. The school actively promoted anti-bullying measures and gave internet safety a high priority. For example, the Year 5 'Internet Use Policy' was comprehensive and phrased in child-friendly language. • Effective procedures ensured that students felt safe and secure in school and on buses. School entrances and exits were controlled effectively by security staff. • Emergency procedures were understood well and practised regularly. Record keeping was thorough and accurate. The clinic had recently been remodelled to improve its effectiveness. Medical staff were very pro-active in promoting the medical care of students. They stored medicines securely and kept accurate and up-to-date records of all incidents related to students' health and safety. • The medical staff systematically promoted healthy living and carried out regular checks on the canteen and lunch boxes to ensure healthy food choices. Promotion of healthy living was built into the curriculum, especially through science and physical education. • The building was very well maintained and provided a safe environment. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Teachers knew the students well and were fully aware of all their needs. There was a high level of mutual respect and trust between staff and students. • The school kept accurate records of attendance and punctuality. Prompt and decisive action was taken when attendance or punctuality levels fell. • The school had detailed and informed procedures for identifying students with special educational needs as soon as possible after they joined the school. Specialist staff with expertise led the identification process and ensured that all other staff were well trained. The school's admissions procedures were fully inclusive. • The school's support for students with special educational needs was comprehensive. Facilities and resources were provided to address fully the wide range of needs. • All students had access to known and trusted members of staff who provided well-informed advice and guidance about health, safety, academic progress and future careers. Students' questions, needs and concerns were managed sympathetically. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> Senior leaders and governors wanted to provide the best for students with special educational needs. Weekly departmental reviews reflected on the effectiveness of the provision, tracked the progress of students and evaluated the effectiveness of the interventions used to support them. The school used written tests and admission forms to identify students who were potentially in need of support. Parents and teachers could make referrals direct to department heads. In the secondary phase, students were also able to refer themselves for support. Staff made changes to the curriculum in response to the personal, social, emotional and learning needs of almost all students. They used a wide range of resources to support the changes. Parents and students were invited to meetings to review educational plans and targets were agreed in partnership with staff. Parents were always informed of any changes in the provision and were encouraged to discuss any impact seen at home and in school. Most students, including those with more complex needs, gained the knowledge, skills and understanding that prepared them well for the next stages in their education. They made good progress in their academic learning and development. In lessons, teachers' efforts to help students to meet or exceed individual targets were mostly successful. Students with special educational needs made less progress in Islamic Education and Arabic than in other subjects. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> Senior leaders had high aspirations for the school and shared with staff their clear vision for high standards. Most staff in leadership positions carried out their roles effectively and were having an impact on the areas for which they had responsibility. New teachers with senior leadership roles were settling in well. Relationships among staff were positive and professional. Communication was carried out through regular meetings and in other ways. For example, a new e-bulletin on teaching and learning was of high quality and had the potential to develop further the learning community among teachers. Working with senior leaders, teachers had been able to sustain the many areas of outstanding provision in the school and bring about some improvements. Leaders had demonstrated their excellent capacity to bring about the necessary improvements to the school. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> Working with staff, senior leaders employed a wide range of systematic approaches to monitoring and evaluating the work of the school. Analysis of information was, on the whole, carried out rigorously, although the quality of some aspects was over-estimated at times. Internal data and information were used more than external information. The school had a very good system for performance management, support and appraisal of staff. Senior leaders drew up ambitious improvement plans for the school. While some improvements had been implemented, little progress had been made on a recommendation from the previous inspection report about improving progress and attainment in Islamic Education and Arabic. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> Parents had a wide range of opportunities to be involved in the life of the school, including through a parents and friends group and an advisory board. They also helped with field trips and some classroom activities. Communication with parents was a strength. The school used a wide range of ways for gathering their views and keeping them up-to-date about developments. Parents received helpful reports about the progress of their children. The school benefited from a wide range of community links. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The governing body was excellent at involving parents along with representatives of the owners. The board exercised accountability for educational performance and monitored finances carefully. The governors supported the school very effectively, for example, by refurbishing aspects in need of improvement and facilitating sharing of good practice across the schools in the group. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> Staff implemented the day-to-day procedures and routines for running the school very effectively. Most teachers were well-qualified. The premises and resources were of a high quality. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	208	28%
	Last year	169	18%
 Teachers	70		83%
 Students	189		93%

- Less than a third of parents responded to the survey, although this was slightly higher than last year's response rate.
- Of those who responded to the survey, almost all parents and students were satisfied with the quality of education at the school. They were pleased with the quality of teaching, assessment and the use of resources, including technology.
- Parents felt that their children enjoyed school. Parents and students had positive views about students' progress in English, mathematics and science. Progress in Islamic Education and in Arabic was seen to be less strong, particularly by the students.
- Most parents and students thought that the curriculum was well designed. A significant minority of students were not happy with the range of extra-curricular activities. Only around half of the students thought that they had good opportunities to learn about Emirati culture and heritage.
- Parents, students and teachers thought that the school was well led. Only around half of the students thought that leaders listened to and acted upon their views.
- Most teachers who responded thought that school inspection had led to improvements. High proportions of teachers felt that they were included in school self-evaluation, curriculum review and school improvement activities. Most felt that they received regular feedback on their work from their line managers.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae