

Inspection Report



Dar Al Marefa School

2014-2015



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School information



General information

Location	Mirdif
Type of school	Private
Opening year of school	2008
Website	www.daralmarefa.ae
Telephone	04-2885782
Address	PO Box 112602 Mirdif, Dubai
Principal	Jake Madden
Language of instruction	English
Inspection dates	16 th -18 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-17
Grades or year groups	KG 1- Grade 11
Number of students on roll	533
Number of children in Pre-K	Not applicable
Number of Emirati students	400
Number of students with SEN	20
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	49
Largest nationality group of teachers	British
Number of teacher assistants	17
Teacher-student ratio	1: 10
Number of guidance counsellors	1
Teacher turnover	20%



Curriculum

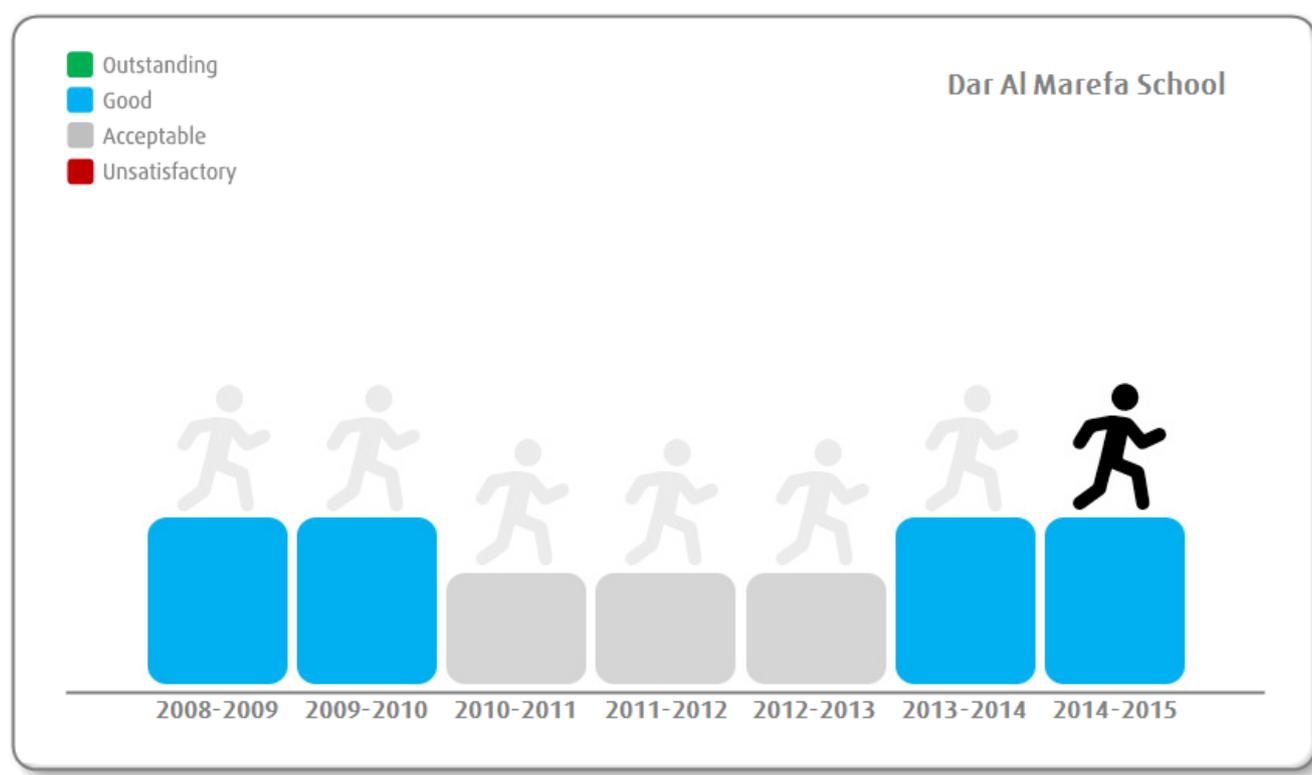
Educational Permit	IB
Main Curriculum / Other	IB
Standardised tests / board exams	ACER, ISA, PIRLS
Accreditation	-



Dear Parents,

Dar Al Marefa School was inspected by DSIB from 16th - 18th February 2015, 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

- Children's attainment and progress were good in the Kindergarten. As a result, children developed a solid foundation for their learning in later phases.
- Arrangements for the protection and safety of students were outstanding throughout the school.
- Students' development of personal and social skills were at least good in all phases. They had a very well developed understanding of Islamic values, the impact of those values on life in Dubai, and the Emirati heritage.

Areas for improvement

- Improve the quality of teaching and learning in the MYP International Baccalaureate (IB) curriculum, by ensuring more opportunities for students to investigate topics and make presentations.
- Ensure teachers match activities in lessons more closely to the learning needs of different groups of students to enable them to make at least good progress.
- Improve the ways in which teachers assess students' progress and attainment, by matching internal tests and other assessment activities more closely to IB standards.
- Ensure leaders regularly and accurately review the quality of teaching and learning, particularly in relation to the rate of progress students' make in lessons.

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 Dar Al Marefa School



How well does the school perform overall?

Overall, Dar Al Marefa School provided a 'Good' quality of education for its students.

- Attainment and progress of children in the Kindergarten was good. Students' progress in English and science were good throughout the school. In Islamic Education, students' attainment was good in the IB programme. Students were enthusiastic and confident in sharing their learning with others. They responded well to challenges, and could relate their learning to real world experiences, especially when using learning technology.
- Students at all phases showed well-developed and responsible attitudes towards their learning. Their understanding of Islamic values was outstanding in the Kindergarten and the primary years programme. The students were positive and responsible members of the school community. Many were involved in projects linked to the environment or service in the wider community.
- In the Kindergarten and the primary years programme, teachers had a good knowledge of the subjects they taught and the way students learnt. Teachers used a variety of ways to measure students' progress and what they had learned. However, the tests and other activities were not always appropriately challenging.
- The school's implementation of the curriculum was good in the Kindergarten, primary years and the diploma programme. However, in the middle years programme, there was too much focus on knowledge and understanding rather than the development of skills in thinking or investigation. Staff modified the curriculum well at the Kindergarten and in the new Diploma Programme (DP) to meet the needs of students.
- Health and safety arrangements for the protection and care of students were outstanding. Teachers identified students' special educational needs accurately.
- Governors and senior leaders ensured that the vision for the school was shared clearly with staff, and that they were fully aware of what was expected of them. Leaders' employed a range of methods for evaluating the work of the school, and had an accurate view of most aspects. Partnership with parents was good. Most aspects of the staffing, resources and facilities were of good quality.

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



- Most students with special educational needs made good progress in their studies and in their personal development, especially within the PYP, because work was well matched to their needs.
- Teachers modified the curriculum well for most students, for example, by providing white paper and large print for students who were visually impaired. A few teachers lacked the skills to modify their lessons.
- The support for students was consistently good from learning support specialists and most teachers. However, there was still some lack of consistency across subjects and grades.

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

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Acceptable	Good
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Acceptable	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable ↓	Acceptable	Acceptable
 Science	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good ↑	Good
		KG	PYP	MYP	DP
Learning skills		Good	Good	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	PYP	MYP	DP
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Good	Good
Community and environmental responsibility	Good	Good 	Good 	Good

3. How good are teaching and assessment?

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Acceptable	Good
Assessment	Good	Acceptable 	Acceptable	Acceptable

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

	KG	PYP	MYP	DP
Curriculum quality	Good	Good	Acceptable	Good
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Good

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

	KG	PYP	MYP	DP
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good 	Good

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Children's attainment and progress was good in the Kindergarten. As a result, children developed a solid foundation for their learning in later phases.
- The leadership team's arrangements for the protection and safety of students was outstanding throughout the school.
- Students' development of personal and social skills were at least good in all phases. They had a very well developed understanding of Islamic values, the impact of those values on life in Dubai, and the Emirati heritage.

Changes since the last inspection

- A new Principal had taken up post at the start of the current academic year. The school had implemented the International Baccalaureate Diploma Programme (IBDP) into Grade 11.
- The quality of students' progress in science at the Middle Years Programme phase (MYP) had improved to good.
- The quality of students' progress in mathematics at the Primary Years Programme phase (PYP) had decreased to acceptable.
- An increased focus on key aspects of the International Baccalaureate (IB) had improved to good in community and environmental responsibility among students at PYP and MYP.
- The extent to which assessment procedures were aligned to IB standards had declined to an acceptable in the PYP phase.
- The design of the curriculum to meet children's needs had improved to good in the Kindergarten.
- The quality of support for students had improved to good in the MYP phase.

Recommendations

- Improve the way in which the school implements the IB curriculum by ensuring more consistent opportunities in all subjects and phases for students to:
 - carry out research and analyse their findings;
 - demonstrate their knowledge, skills and understanding using a variety of media;
 - take the lead in open-ended investigations.
- Improve students' attainment and progress in mathematics by matching tasks and activities more closely to the learning needs of different groups.
- Improve the accuracy and challenge of assessment tasks by aligning these more closely to IB assessment requirements.
- Improve the quality of teaching and learning, particularly in the MYP, by ensuring that monitoring and evaluation processes, including feedback to teachers, are closely linked to student outcomes.

 Improved from last inspection

 Declined from last inspection

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

KG

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	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Children made rapid progress in using English in the classroom, expressing their ideas clearly and correctly. Skills in writing developed quickly and by the end of the Kindergarten, children wrote words and simple sentences accurately with good handwriting. Almost all children enjoyed reading, although progress in reading was slower than in writing.
- A majority of children made better than expected progress in numerical skills and in understanding shapes and patterns. They counted accurately to 20 and beyond and recognised differences in quantities when comparing sets of objects. Most children linked mathematics well to real life applications. This was evident in a range of mathematical activities and during developmental play. Their progress in understanding symmetry was slower than in other areas.
- Children developed good scientific skills, such as close observation and careful recording of their results. They understood scientific concepts, such as floating and sinking and the need to care for the environment.

PYP

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

- In Islamic education, a majority of students had a good knowledge of the pillars of Islam. They could recite short prescribed verses of the Holy Qur'an and made good progress with the development of their ability to link morals and values to their own lives.
- In Arabic as a first language, most students had skills and understanding in line with curriculum expectations. Speaking and listening skills were accurate for most students as was the progress made in writing short paragraphs and in reading prescribed texts.
- A majority of students in Arabic as an additional language were developing listening and speaking skills ahead of curriculum expectations. They could write clear and precise summaries of the stories they had read.

- Most students made good progress in English. In their writing, they could use punctuation and paragraphs accurately. For a minority of students, however, the quality of handwriting, spelling and use of correct tenses, was under developed. External test results showed an improving trend and progress in skills over the last three years.
- In mathematics, the attainment of most students was in line with expected levels in data handling, problem solving, and patterns. A majority of older students could use basic computation and define equivalent fractions. Students' understanding of shapes and measurement, and enquiry skills were less well developed.
- Students made good progress in science. They were curious about the world they lived in and were developing their knowledge and understanding of it, for example, through the study of life cycles in grade 1.

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

- In Islamic Education, a majority of students had better than expected knowledge of Islam's worships and the Seerah of the prophet Mohammad (PBUH). Most students made adequate progress in developing their ability to recite the Holy Qur'an. However, progress in developing the understanding of how to link the Qur'an and Hadeeth to conceptual understanding was less secure.
- Most students in Arabic as a first language had understanding and skills in line with curriculum expectations. Most could read and comprehend correctly. Most were making acceptable progress with the skills of writing, speaking and listening.
- In Arabic as an additional language, most students had developed age-appropriate skills in writing and in reading for understanding. A majority of students however, were making better than expected progress with speaking especially when speaking as part of a dialogue with the teacher.
- The majority of students made good progress in developing knowledge and skills in English, for example, with the use of alliteration in persuasive writing. Most students could write for a variety of purposes, and were able to apply their knowledge and understanding by creating spoken and audio-visual presentations of their work.
- In mathematics, for most students, the understanding of numeracy, data handling and shapes were in line with expectations. Algebraic and reasoning skills were noticeably weaker especially with younger students.
- In science, students made good progress with the development of their knowledge and understanding of science and its application to the real world. Critical thinking and practical skills were developing, for example, students in Grade 6 could explain diffusion and support the explanation through observation. By the end of Grade 10, students were able to draw conclusions from experimental observations.

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

- In Islamic Education, students had a good knowledge and understanding of key Islamic concepts. They made good progress in developing their understanding of Islamic law such as with the contracts of marriage and divorce.
- In Arabic as a first language, most students were developing levels of skills and understanding in line with age-expectations. They could speak correctly and made good progress with their written work and in writing for a variety of topics.
- In English the majority of students made good progress in a course for non-native speakers of the English Language. Most students could research independently and make short, spoken presentations on their findings. However, they did not always write extensively to explain their views and therefore, in assessments, most students only performed in line with age-expectations.
- In mathematics, progress and attainment were in line with expectations for IBDP mathematics at the standard level. Students' skills in algebra, functions and data handling, were developing at an acceptable rate. The effective use of learning technology in lessons supported students' progress.
- The majority of students made good progress in science and had a sound understanding of the demands of the assessment requirements in biology and chemistry. The attainment of most students was in line with curriculum expectations, although in biology, they could explain and analyse features of genetic inheritance to a good level.

	KG	PYP	MYP	DP
Learning skills	Good	Good	Acceptable	Acceptable

- Most students were enthusiastic and engaged in their learning. They demonstrated a good attitude towards studying and were focused during lessons. Students' ability to reflect on their own learning and take responsibility for improving was particularly strong in the Kindergarten and in the PYP phase.
- Most students could communicate what they had learned to others. For example, students in English in the MYP phase, made audio-visual and oral presentations in a mock charity appeal. Most students could collaborate and interact effectively, for example, when discussing the solar system in PYP lessons.
- Students' abilities to relate their learning to the real world and make connections between areas of learning were better developed in PYP. For instance, students applied their understanding of Islamic values during discussions on the need for respect for each other.
- Independent learning skills were well developed, especially in PYP, where students were competent at designing a scientific experiment to demonstrate their understanding of a volcanic eruption. Nevertheless, the development of enquiry, research and critical thinking skills were inconsistently applied across subjects and phases in the school.

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

	KG	PYP	MYP	DP
Personal responsibility	Good	Good	Good	Good

- Almost all students adopted positive attitudes towards being part of the school community. They appreciated constructive criticism from teachers to support their learning.
- Students at all phases behaved appropriately. Children in the Kindergarten interacted with others in a mature manner.
- Relationships amongst students and teachers were positive. Students showed concern for others in the school and in the wider community.
- Students responded well to the school's promotion of healthy lifestyles. They ate healthily and observed hygienic practices, and many were engaged in physical exercise.
- Attendance was good; however, a few students were not always punctual at the start of the school day.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Good	Good

- Most students had excellent understanding of Islamic values and their impact on the United Arab Emirates (UAE). They were able to reflect well on the importance of tolerance and respect for others.
- Almost all students were proud of their country and culture. Children in the Kindergarten and PYP students sang the national anthem with pride and enthusiasm, and were keen to describe and show their respect for the UAE.
- Almost all students were aware of global challenges and issues. Students in MYP and DP had a good appreciation of other world cultures.

	KG	PYP	MYP	DP
Community and environmental responsibility	Good	Good 	Good 	Good

- The students were responsible members of the school community. They took action to ensure that their contribution to the life of the school and the local community was purposeful and constructive.
- The majority of students had a positive work ethic, and were actively involved in a variety of projects such as, the 'Big Heart Campaign'.
- Almost all students had a robust awareness of environmental issues. Many students participated in caring for the environment and supporting sustainability, for example, through the 'Clean the school environment service project'.

3. How good are teaching and assessment?

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Acceptable	Good
<ul style="list-style-type: none"> • Most teachers had good subject knowledge, and they adapted instruction to make the content of lessons relevant and meaningful to students. • Lesson planning was usually imaginative, involving a range of resources to engage student's interest, particularly in the PYP phase. • Teacher student interaction was good. The supportive climate for active learning was evident in most lessons. • The level of challenge which teachers built into the learning objectives was inconsistent across phases of the school. Overall, the matching of tasks and activities to meet the needs of different groups of students was less effective in a majority of lessons in the MYP. • In the better lessons, students were expected to investigate topics, analyse information working either independently, or collaboratively. However, in too many lessons, opportunities for critical thinking were limited, particularly in the MYP phase. • In Arabic as a first language, most teachers had secure subject knowledge. They planned lessons and used resources adequately to help students to make acceptable progress in most cases. 				

	KG	PYP	MYP	DP
Assessment	Good	Acceptable ↓	Acceptable	Acceptable
<ul style="list-style-type: none"> • Most teachers used an adequate range of assessment techniques to measure students' attainment and progress. This included regular tests and ongoing evaluation of the students' project work. • The school also used a range of external assessments to benchmark students' attainment against international expectations. Systems to evaluate progress and trends in attainment were in the early stages of development. • An accurate evaluation of student performance was not always possible because some teachers did not always interpret and analyse assessment data accurately, or match internal assessments to the level of challenge required in IBDP. • Teachers recorded the results of all assessments and completed an analysis of them using software. The use of data to improve students' learning was inconsistently applied across subjects and phases. • Teachers were aware of students' strengths and weaknesses and could give them effective verbal feedback on their work. In the better lessons, students were involved in self and peer assessment. 				

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

	KG	PYP	MYP	DP
Curriculum quality	Good	Good	Acceptable	Good
<ul style="list-style-type: none"> Structured on the IBDP programme the curriculum was broad and balanced. It provided a range of opportunities for students to develop and demonstrate their subject skills, knowledge and understanding. The curriculum was well-planned, structured and allowed for smooth progression and transition between phases. In the Kindergarten, PYP and DP, diversification, provided interest and challenge for most students which enhanced their learning. Cross-curricular links were integral to all programmes, and were particularly well developed in the DP phase. Most students could make links and transfer skills between subject areas inside and out of the classroom. However, the development of student enquiry and critical thinking skills was inconsistent across subjects and phases. Staff reviewed the curriculum regularly, and modified it where necessary to meet the academic and personal development needs of different groups of students. The school curriculum in Arabic as a first language was fully compliant with Ministry of Education (MOE) requirements. It was planned to ensure appropriate scope and sequence of the offered units. Teachers carried out relevant modifications to enhance students' writing skills, particularly in Arabic in the DP phase. 				

	KG	PYP	MYP	DP
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Teachers adapted the curriculum appropriately to meet the needs of most students. The school identified and recognised the wide range of abilities, language competency and learning needs of students, including those with special educational needs. The Kindergarten curriculum was effectively designed to meet the needs of the children. The planning and modification of the curriculum allowed for a range of activities and enquiries that met the interests, needs and aspirations of most students to at least an acceptable level. The Diploma Programme had a wide choice of subjects designed to meet the needs of older students. A range of extra-curricular activities ensured that students were able to participate and enhance their personal skills and learning. Many of these activities provided opportunities for students to engage in service in action projects in the local and wider community. Although most of the children in the Kindergarten spoke Arabic as a first language, the school's bi-lingual approach in this phase, with learning conducted in English and Arabic, enabled children to develop and make good progress linguistically. 				

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

	KG	PYP	MYP	DP
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had excellent procedures in place for the care and welfare of students. Teachers were fully aware of the policy and arrangements for child protection. When bullying occurred, it was dealt with appropriately and sensitively. Students were attentive to the potential dangers of using the Internet. The school was safe, well maintained, clean and secure. Staff implemented effective systems to ensure that students were safe at all times. For example, students' transport to and from the school was very well organised. The school's systems for maintaining records was outstanding. Medical staff provided a high level of care for students' health through routine checks and vaccination programmes. All routine checks were in place, including, fire drill practices. The school's buildings were well maintained, clean and fit for purpose. Teachers and medical staff promoted healthy living systematically. Medical staff contributed to health awareness programmes, and teachers promoted healthy living through the curriculum, the wide provision for extra-curricular sport and the healthy food sold at school. 				

	KG	PYP	MYP	DP
Quality of support	Good	Good	Good 	Good
<ul style="list-style-type: none"> Teacher student relationships were characterised by mutual respect and trust, which enhanced students' confidence and self-esteem. Teachers managed behaviour well. Students' attendance was tracked closely and parents were contacted which had improved attendance. Management of punctuality had improved but continued to be an area of focus for the school. The procedures used for identifying students with special educational needs were accurate and well organised. A wide range of evidence was used by the school in supporting identification. Support for students with special educational needs was good. However, it was more effective for younger students because lessons were more closely matched to their needs. The school provided effective personal support and advice for students, which was enhanced by the provision of a school counsellor who made effective links between the school and families. 				

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"> • Leaders had been successful in improving the identification and support of students with special educational needs. • A clear referral and assessment process was in place which used a wide range of evidence. However, a few parents felt that the formal process should have started earlier for their children. • Teachers modified the curriculum effectively and provided good level of support to enable most students to make progress in their academic and social development. Learning support teachers and most classroom teachers, were skillful in providing support for individuals and groups of students. • Almost all parents appreciated the strong partnership with the school, which supported students' progress well. • Most students with special educational needs made good progress in relation to their academic studies, becoming more independent in their learning. Their social development was also good. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • Senior leaders including governors, had successfully shared the vision of developing as an IB bi-lingual school. • The school had distributed leadership effectively and giving responsibility to subject coordinators' or year leaders. Most carried out those roles effectively, for example by developing good teamwork across the subjects and phases. • Senior leaders communicated expected standards to teachers in a range of ways, including through meetings and emails. Students knew what was required of them too. • Most leaders at middle and senior levels had the capacity to secure further improvement. • Working with staff, senior leaders had been successful in maintaining good practice and improving several key aspects of the school's work. However, students' progress still remained inconsistent across subjects and phases. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Senior leaders had included teachers in the processes used for gathering evidence, judging the school's strengths and confirming priorities for further improvement. • Lesson observations were completed by fellow teachers as well as senior leaders. Overall, senior leaders had an accurate view of teachers' strengths and weaknesses. Nevertheless, some judgements were not fully accurate and the school recognised that this was an area for future development. 	

- The school had drawn up systematic and detailed improvement plans for many aspects of the school's work. The plans did not always clearly set out success criteria or timescales for implementation.
- Leaders had been successful in addressing recommendations linked to improving provision for special educational needs. They had also introduced the IB Diploma Programme (IBDP) for the small number of students at the DP phase. Some aspects of the philosophy of IB remained to be embedded more effectively.

	Overall
Parents and the community	Good

- The school had productive links with parents. Some parents were actively involved through membership of the parent council.
- Senior leaders used a good range of ways of communicating with parents. Parents were particularly pleased with the school's responsiveness to issues that they raised.
- The school regularly reported to parents on their children's progress. The reports included the students' strengths and weaknesses but did not always contain the next steps in learning.
- Students' progress benefited from the range of links between the school and the community.

	Overall
Governance	Good

- Governors had increased the representation on the board and included a wider range of people from business and education. The parents' council was influential and communicated views of parents to the governors.
- The governing body had instituted a system of sub-committees on key aspects of the school's work. Each of those groups received input from senior leaders and held the school to account for such aspects as financial budgeting and educational performance.
- Governors had ensured that statutory requirements were met. They were working with senior leaders to try to improve the implementation of the IB requirements. For instance, they had employed a consultant group to help staff to improve aspects of the curriculum and teaching.

	Overall
Management, staffing, facilities and resources	Good

- Senior leaders managed most aspects of the school's day-to-day work effectively. For example, they had reviewed and implemented attendance and behaviour policies which were having an impact.
- Teachers had appropriate qualifications, however, a significant number expressed a need for more ongoing training on aspects of the IB curriculum.
- The premises and grounds were of good quality. A lift offered disabled students access to all floors.
- The school had a good stock of learning resources, including a small supply of laptop computers for students' use in the Kindergarten and the primary years. Teachers encouraged older students to bring their own devices such as tablet computers to access information on the Internet.

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	87	29%
	Last year	90	36%
 Teachers	49		100%
 Students	10		100%

- All teachers, students and a minority of parents, responded to the questionnaire.
- Parents had positive views about the school. Almost all who responded were satisfied with the quality of education. They felt that their children enjoyed school and were safe there.
- Most parents thought that their child was making good progress in the key subjects. Parents had positive views about the quality of teaching, assessment and resources.
- Parents felt that the school was well led and leaders listened to their views.
- The students who responded to the questionnaire had very positive views about the school. All were satisfied with the overall quality of education.
- Students felt that they were safe in the school and treated fairly. However, their views on the range of extra-curricular activities and opportunities to show leadership were not as positive.
- Teachers felt that the students were well behaved. Most thought that the school was well led, but only a majority thought that leaders listened to their views.
- Most teachers felt that they were included in school self-evaluation and review activities. They thought that they received regular feedback 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