



Self-Evaluation and Improvement Planning

A Resource for Schools in Dubai 2014-2015

School Name: [Click here to enter text.](#)



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Introduction

Dubai Schools Inspection Bureau (DSIB) is committed to placing school self-evaluation at the centre of the inspection process. Accurate self-evaluation is a pre-condition for school improvement. Without it, leaders do not have a realistic view of their school's strengths and weaknesses. This means that actions for improvement is unlikely to tackle the most important issues to improve outcomes for students.

In line with international good practice in school inspections, DSIB places firm emphasis on the need for schools to become more familiar and confident with the processes of self-evaluation and improvement planning. This document should be an important tool for schools to use as part of their own procedures.

Many schools in Dubai now operate effective processes for self-evaluation and improvement planning. After six years of inspections in Dubai, schools are better placed to use the information from previous inspections in combination with their own evaluations of their performance, to plan for the future.

DSIB requires all schools to submit self-evaluation and improvement planning information to inspectors prior to the visit to the school. This information should be aligned to the quality indicators in the DSIB Inspection Handbook 2014-2015. Good and outstanding schools are allowed to submit their own self-evaluation documents using their own template, if they wish. **However, these schools must still complete the judgements sections of the KHDA Self-Evaluation document. All other schools must use the DSIB self-evaluation template.** This resource is intended to provide support and guidance to schools in order to facilitate rigorous and systematic self-evaluation. In this way, we trust that schools can work in partnership with inspectors to bring about the desired improvements.

Inspectors will use the self-evaluation and improvement information provided by each school as a starting point for their work. The quality of the information will directly influence the inspection activities. **When the information is efficiently presented, inspectors will concentrate more on the validation of the accuracy of schools' own self-evaluations.** Inspectors will then be able to focus on other aspects of the school. They will also work together with school leaders to determine each school's priorities for further improvement.

A suggested number of words to be used by schools in their responses is not given. It is expected that schools will provide sufficient, bullet point, phase specific detail in each section with appropriate evidence, to explain clearly their evaluations. The **evaluations are not descriptions of what the school does, but are accurate reflections, with supporting evidence, of each aspect of the school's work.**

This year schools are asked to respond to specific questions about mathematics, science and special educational needs provision. Please note the tabs for these are on your KHDA school profile page. Please submit all self-evaluation documentation, sections 2 to 6, at least 14 calendar days before your school's inspection visit.

Self-Evaluation and Improvement Planning – A Resource for Schools

Schools can use this resource to align their self-evaluation to the DSIB Quality Indicators as detailed in the DSIB Inspection Handbook 2014-15. Following the self-evaluation process, schools should submit their completed forms, electronically.

The **diagrams** outline the **continuous process** of self-evaluation and school improvement planning. It is expected that school leaders will involve staff and stakeholders in these processes. Inspection will include an analysis of the school's response to its **self-evaluation process** in its school improvement planning document.

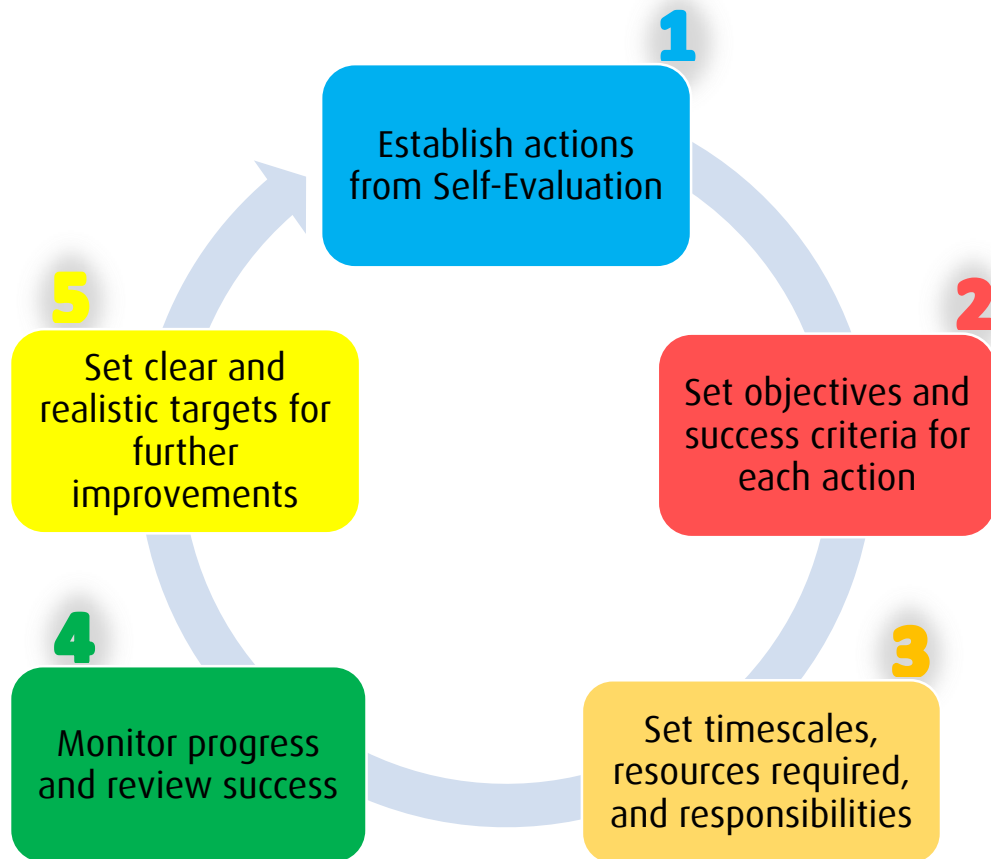
Self-Evaluation Cycle



Self-Evaluation Cycle



School Improvement Planning - What do we need to do?



School Improvement Planning - What do we need to do?

- 1

Establish actions from your self-evaluation process

 - Devise key actions to bring about improvement from self-evaluation. Remember you can't do everything at once. You may work with scarce resources: people, time, skills, and materials.
 - To ensure that change is managed effectively, include key personnel in the process so that initiatives are embedded in practice.
 - Remember actions are flexible and can change. They can have different starting and end points.
- 2

Set objectives and success criteria for each action

 - Objectives are important because they: give clarity of purpose; establish key tasks; provide guidelines for development; set standards for performance through clear and measurable success criteria.
 - Objectives should indicate the result required and be precise, realistic and measurable.
 - Objectives should take into account the proportion of students who should be at an improved level. Schools should use the DSIB quantitative terminology found on page 19 of the DSIB Inspection Handbook 201-2015 to help with this. For example: *"The majority of phase 2 students will perform above international expectations in vocabulary questions in international benchmark tests"*.
- 3

Set time-scales, resources required, responsibilities for each action

 - What time-scale do you have for each action? How often will the school review the effect of each action?
 - What will be the cost for each action? Will there need to be staff development? Will other resources be required?
 - Who will be responsible for each action's overall implementation?
- 4

Monitor progress and review success

 - At prescribed times, there should be regular and rigorous monitoring of progress.
 - The review asks: 'Where are we now?', 'Where were we successful?', 'Where do we go to next?'
 - Monitoring is about ensuring accountability; and all members of the learning community have a role in ensuring the school is held to account.
- 5

Set clear and realistic targets for further improvements

 - At the end of the review, set new targets that are clear and realistic for further school improvements.

Self-Evaluation 2014-2015: Key message for Good and Outstanding Schools

Good and outstanding schools are allowed to submit their own self-evaluation form using their own templates, if they wish. **These schools must still complete the judgements sections of the KHDA self-evaluation form, as described in the example below, including Judgement Overview Table (before Key Question 7). All other schools must use the DSIB self-evaluation template.**

All schools must provide judgements using the provided drop-down menus.

Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

KEY QUESTION 1:

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

KEY SUBJECTS:

Islamic Education, Arabic as a First Language, Arabic as an Additional Language, Language of Instruction (where relevant), English, mathematics and science

QUALITY INDICATOR 1.1: **Attainment**

KEY ASPECTS

- Attainment as measured against curriculum expectations
- Attainment as measured against external and appropriate international standards
- Knowledge, skills and understanding, especially in key subjects
- Trends in attainment over time

Attainment: The level students reach, usually measured by reference to benchmarks, such as test and examination results.

QUALITY INDICATOR 1.2: **Progress**

KEY ASPECTS

- Progress against starting points and over time
- Progress in lessons
- Progress of different groups of students

Progress: The gains in learning between two points in time. The rates of progress may vary depending on individual students' needs and abilities.

- For **each** subject, use the following pages to make judgements and provide **summaries** of attainment and progress.
- Identify any differences between **phases** or specific groups of students, especially children in the Early Years children.
- Your commentaries should provide evidence to support your judgements and be **evaluative** rather than descriptive.
- Relate your evaluations to the key aspects. Ensure sources of data are evidenced. You may wish to use the data sheets from the **Tools Support Pack**. You can provide all evidence to DSIB separately.
- **Emirati students:** Provide **separate** judgements on **attainment and progress**.
- **Students with special educational needs (SEN):** Provide a judgement on **progress** only.

ISLAMIC EDUCATION

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

ARABIC AS A FIRST LANGUAGE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

ARABIC AS AN ADDITIONAL LANGUAGE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

LANGUAGE OF INSTRUCTION

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

ENGLISH				
Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

MATHEMATICS

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

SCIENCE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.1 Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
1.2 Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
Progress of students with SEN	--Select--			

1.1 Attainment	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p>	Click here to enter text.

1.2 Progress	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.</p> <p>Emirati Students Click here to enter text.</p> <p>Students with SEN Click here to enter text.</p>	Click here to enter text.

QUALITY INDICATOR 1.3: Learning Skills

KEY ASPECTS

- Students' engagement in and responsibility for their own learning
- Students' interactions and collaboration
- Application of learning to the real world and making connections between areas of learning
- Enquiry, research and critical thinking skills, including use of technology

- Use the following tables to provide bullet point **summaries** of the key aspects of students' learning skills, across all subjects, by phase. Identify any difference in quality between phases and subjects as appropriate.
- Provide clear and concise evidence.
- Your commentary should be **evaluative** rather than descriptive.
- Relate your evaluation to the key aspects detailed above.

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	--Select--	--Select--	--Select--	--Select--

1.3 Learning skills	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

KEY QUESTION 2:

How good is the students' personal and social development?

KEY ASPECTS

2.1 Personal Responsibility	2.2 Understanding of Islamic values and awareness of Emirati and world cultures	2.3 Community and environmental responsibility
<ul style="list-style-type: none"> Attitudes Behaviour Relationships Adoption of a healthy lifestyle Attendance and punctuality 	<ul style="list-style-type: none"> Students' appreciation of the role and values of Islam in the society of Dubai Respect for the heritage and culture within the UAE Understanding and appreciation of the wider world cultures 	<ul style="list-style-type: none"> Community involvement Work ethic and enterprise Environmental awareness and action
<ul style="list-style-type: none"> Use the following page to provide bullet point <u>summaries</u> of your students' personal and social responsibility by phase. Identify any differences between phases or specific groups of students, including any differences with Emirati students, in these quality indicators. Provide clear and concise evidence. Your commentary should be <u>evaluative</u> rather than descriptive. Relate your evaluation to the key aspects detailed above. 		

Personal and Social Development

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal responsibility	--Select--	--Select--	--Select--	--Select--
2.2 Understanding of Islamic values and awareness of Emirati and world cultures	--Select--	--Select--	--Select--	--Select--
2.3 Community and environmental responsibility	--Select--	--Select--	--Select--	--Select--

2.1 Personal responsibility	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>)</p> <p>Click here to enter text.</p>	<p>Click here to enter text.</p>

2.2 Understanding of Islamic values and awareness of Emirati and world cultures	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>)</p> <p>Click here to enter text.</p>	<p>Click here to enter text.</p>

2.3 Community and environmental responsibility	Evidence source
<p>Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>)</p> <p>Click here to enter text.</p>	<p>Click here to enter text.</p>

KEY QUESTION 3:

How good are teaching and assessment?

KEY ASPECTS

3.1 Teaching for effective learning

- Teachers' knowledge of their subjects and how they are learned
- Lesson planning, the learning environment and the use of time and resources
- Teacher-student interactions including the use of dialogue and questions
- Teaching strategies to meet the needs of all groups of students
- The promotion of critical thinking, reflection and independent learning

3.2 Assessment

- Internal assessment processes
- International and external benchmarking
- Analysis of data to show students' progress
- The use of assessment to influence teaching, the curriculum and students' progress
- Teachers' knowledge of and support for students' learning

- Use the following page to provide bullet point summaries of the quality of teaching for effective learning and assessment in **each phase** of your school.
- Identify any differences in quality between phases. Provide clear and concise evidence.
- Your commentary should be evaluative rather than descriptive.
- Relate your evaluation to the key aspects detailed above.

Teaching for Effective Learning and Assessment

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	--Select--	--Select--	--Select--	--Select--
3.2 Assessment	--Select--	--Select--	--Select--	--Select--

3.1 Teaching for effective learning	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

3.2 Assessment	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

KEY QUESTION 4: How well does the curriculum meet the educational needs of all students?	
KEY ASPECTS	
4.1 Curriculum Quality	4.2 Curriculum design to meet the individual needs of students
<ul style="list-style-type: none"> • Rationale, content and balance • Planning for continuity and progression • Enrichment • Cross-curricular links • Review and development 	<ul style="list-style-type: none"> • Provision for all the different groups of students • Curricular choices • Extra-curricular activities
<ul style="list-style-type: none"> • Use the following page to provide <u>summaries</u> of the quality of the curriculum in each phase of your school. Also, explain how the curriculum meets the needs of all students, including any Emirati students. • Identify any differences in quality between phases. Provide clear and concise evidence. • Your commentary should be <u>evaluative</u> rather than descriptive. • Relate your evaluation to the key aspects detailed above. 	

<p>Curriculum:</p> <p>Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.</p>
--

Curriculum				
Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum quality	--Select--	--Select--	--Select--	--Select--
4.2 Curriculum design to meet the individual needs of students	--Select--	--Select--	--Select--	--Select--

4.1 Curriculum quality	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

4.2 Curriculum design to meet the individual needs of students	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

KEY QUESTION 5:

How well does the school protect and support students?

KEY ASPECTS

5.1 Health and Safety

- Care and welfare of students including child protection
- Arrangements to ensure health, safety and security
- Quality of maintenance and record keeping
- Suitability of premises and facilities for all students, including those with special educational needs
- Provision for and promotion of healthy living

5.2 Quality of support

- Staff-student relationships
- Management of attendance and punctuality
- Identification of students with special educational needs
- Support for students with special educational needs
- Advice and support for all students

- Use the following page to provide bullet point summaries of the quality of your school's arrangements for ensuring the health and safety of students and the quality of the support provided for them.
- Identify any differences in quality between phases. Provide clear and concise evidence.
- Your commentary should be evaluative rather than descriptive.
- Relate your evaluation to the key aspects detailed above.

How well does the school protect and support students?

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
5.1 Health and safety	--Select--	--Select--	--Select--	--Select--
5.2 Quality of support	--Select--	--Select--	--Select--	--Select--

5.1 Health and safety	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

5.2 Quality of support	Evidence source
Explain the judgements (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.

KEY QUESTION 6:

How good are the leadership and management of the school?

KEY ASPECTS				
6.1 The effectiveness of leadership	6.2 Self-evaluation and improvement planning	6.3 Parents and the community	6.4 Governance	6.5 Management, staffing, facilities and resources
<ul style="list-style-type: none"> • Vision and direction • Distribution of leadership • Relationships and communication • Capacity to improve and innovate • Impact on school performance 	<ul style="list-style-type: none"> • Processes for school self-evaluation • Monitoring and evaluation of the school's performance, including teaching and learning • The processes and impact of school improvement planning • Improvement over time 	<ul style="list-style-type: none"> • Parental involvement • Communication • Reporting • Community links 	<ul style="list-style-type: none"> • Involvement of parents and other stakeholders • Ensuring accountability of the school's actions and outcomes • Influence on and responsibility for the school's performance 	<ul style="list-style-type: none"> • Management of the day-to-day life of the school • Sufficiency of suitably qualified staff and their effective deployment • Appropriateness of the premises and learning environment • The quality and range of resources for effective teaching and learning

- Use the following page to provide bullet point **summaries** of the quality of your school's leadership, self-evaluation and improvement planning, the partnership the school has with parents and the community, its governance and its management, staffing, facilities and resources.
- This section is not related to phases but the whole school. Provide clear and concise evidence.
- Your commentary should be **evaluative** rather than descriptive.
- Relate your evaluation to the key aspects detailed above.

How good are the leadership and management of the school?

Use the drop-down menu to select your judgements for your school

	Overall
6.1 The effectiveness of leadership	--Select--
6.2 Self-evaluation and improvement planning	--Select--
6.3 Parents and the community	--Select--
6.4 Governance	--Select--
6.5 Management, staffing, facilities and resources	--Select--

6.1 Effectiveness of leadership	Evidence source
Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.	Click here to enter text.

6.2 Self-evaluation and improvement planning	Evidence source
Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.	Click here to enter text.

6.3 Parents and the community	Evidence source
Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.	Click here to enter text.

6.4 Governance	Evidence source
Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.	Click here to enter text.

6.5 Management, staffing, facilities and resources	Evidence source
Explain the judgements <i>(Word Guide: sufficient but not excessive detail, with supporting evidence)</i> Click here to enter text.	Click here to enter text.

Judgement Overview Table

The table below is designed to help schools monitor the accuracy of their own judgements against the DSIB quality indicators compared to the previous inspection judgements. It would be useful to compare your ratings for each quality indicator in your 2013-2014 self-evaluation form with the ratings in this year's self-evaluation form (2014-2015). Please use the data you fill in the table to help you reach the overall performance judgement for your school. It is expected that all schools submit this document as part of their self-evaluation, including "Good" and "Outstanding" schools.

Aspects/ QIs	Year	Phases				Change between SEF 2013-14 & SEF 2014-15	
		Phase 1	Phase 2	Phase 3	Phase 4	+	-
1.1 IE Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 IE Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.1 Arabic A Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 Arabic A Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						

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Aspects/ QIs	Year	Phases				Change between SEF 2013-14 & SEF 2014-15	
		Phase 1	Phase 2	Phase 3	Phase 4	+	-
1.1 Arabic B Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 Arabic B Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.1 English Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 English Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.1 Mathematics Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 Mathematics Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						

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Aspects/ QIs	Year	Phases				Change between SEF 2013-14 & SEF 2014-15	
		Phase 1	Phase 2	Phase 3	Phase 4	+	-
1.1 Science Attainment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.2 Science Progress	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
1.3 Learning skills	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
2.1 Attitudes and behavior	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
2.2 Islamic and cultural values	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
2.3 Community and Environmental	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						

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Aspects/ QIs	Year	Phases				Change between SEF 2013-14 & SEF 2014-15	
		Phase 1	Phase 2	Phase 3	Phase 4	+	-
3.1 Teaching for effective learning	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
3.2 Assessment	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
4.1 Curriculum quality	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
4.2 Curriculum design	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
5.1 Health and safety	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						
5.2 Quality of support	Inspection 2013-14						
	SEF 2013-14						
	SEF 2014-15						

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Aspects/ QIs	Year	Phases	Change between SEF 2013-14 & SEF 2014-15	
		All phases	+	-
6.1 Quality of leadership	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			
6.2 Self- evaluation and Improvement	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			
6.3 Partnership with parents	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			
6.4 Governance	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			
6.5 Management, Staffing, Resources	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			
Overall performance	Inspection 2013-14			
	SEF 2013-14			
	SEF 2014-15			

KEY QUESTION 7: How well does the school perform overall?

QUALITY DESCRIPTIONS			
Outstanding	Good	Acceptable	Unsatisfactory
<p>Across all quality indicators, judgements are at least good and a majority are outstanding. There are no unsatisfactory judgements.</p> <p>It is expected that the outstanding judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning <p>AND</p> <p>The school is fully compliant with statutory requirements.</p>	<p>Across all quality indicators, most judgements are good or better.</p> <p>It is expected that the good or better judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning 	<p>Across all quality indicators, most judgements are acceptable.</p> <p>It is expected that the acceptable or better judgements will include:</p> <ul style="list-style-type: none"> - Students' progress - Teaching - The effectiveness of leadership - Self-evaluation and improvement planning 	<p>The school performs at an unsatisfactory level in a majority of quality indicators.</p> <p>There is unsatisfactory performance in either of the following quality indicators:</p> <ul style="list-style-type: none"> - Teaching - The effectiveness of leadership <p>OR</p> <p>The arrangements to protect and support students are unsatisfactory.</p>
<ul style="list-style-type: none"> • Use the Judgement Overview Table and the table above to evaluate how well your school is performing overall. • Use the next page to provide a bullet point <u>summary</u> of how well your school is performing <u>overall</u>. • Your commentary should be <u>evaluative</u> rather than descriptive. • Relate your evaluation to all of the key questions included in the table above using the quality descriptions. 			

OVERALL PERFORMANCE

Use the drop-down menu to select your overall judgement for your school

	Overall
7. The overall performance of our school is	--Select--

7. The overall performance	Evidence source
Explain the judgement (<i>Word Guide: sufficient but not excessive detail, with supporting evidence</i>) Click here to enter text.	Click here to enter text.