|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 1.1 – Students’ attainment in key subjects** |

**Discussion points**

|  |
| --- |
| **1.1 Attainment** |

**Consider:**

* students’ knowledge, skills and understanding in all key subjects;
* the suitability of the criteria we use for measuring attainment;
* the gaps, if any, that exist in students’ knowledge, understanding and skills;
* how well do our internal assessments compare with international expectations such as TIMSS, PIRLS and PISA;
* the proportion of students in each grade and/or phase that attain levels that are **below**, **in-line,** **above** and **well above** expectations;
* emerging trends regarding students’ overall attainment;
* attainment of Emirati students.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 1.2 – Students’ progress in key subjects** |

**Discussion points**

|  |
| --- |
| **1.2 Progress** |

**Consider:**

* the accuracy of our view of all students’ starting points;
* the gains made by individuals and groups in their knowledge, skills and understanding across all aspects of each subject, for example, the four aspects of language;
* the proportion of students in each grade/phase that make unsatisfactory, acceptable, good or outstanding progress from their starting points;
* the measurement used to quantify this progress;
* progress of Emirati students;
* progress of students with Special Educational Needs (SEN) using the DSIB definition (Handbook 2011-2012.)

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 2 - How Good is the Students’ Personal and Social Development?** |

**Discussion Points**

|  |
| --- |
| **2.1 Attitudes and behaviour** |

**Consider students’:**

* self-discipline and confidence;
* response to adults and each other;
* positions of responsibility;
* respect and consideration for others;
* conflict resolution;
* independence and tolerance;
* commitment to healthy lifestyle choices;
* levels of attendance and punctuality.

|  |
| --- |
| **2.2 Understanding of Islam and appreciation of local traditions and culture** |

**Consider students’:**

* levels of understanding and appreciation of Islam;
* understanding and appreciation of the multi-cultural nature of Dubai and the national identity of the UAE;
* knowledge and understanding of the traditions, culture and heritage of Dubai;
* knowledge and understanding of wider world cultures.

|  |
| --- |
| **2.3 Civic, economic and environmental understanding** |

**Consider students’:**

* responsibility and contribution to the school and wider community;
* understanding of how Dubai and the UAE have developed historically and economically;
* knowledge and understanding Dubai’s economic progress, and its place in the world;
* level of care for their school and the local environment;
* understanding of the need to protect local, national and world resources, including conservation and sustainability.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 3 - How Good are the Teaching and Learning??** |

**Discussion Points**

|  |
| --- |
| **3.1 Teaching for Effective Learning** |

**Consider teachers’:**

* knowledge of their subjects and how to teach them;
* understanding of how students of various stages of development learn;
* planning for different groups or individuals;
* use of clear outcomes and appropriate activities;
* capacity to find out what the students already know, understand and are able to do when starting a new topic;
* time management;
* use of sufficient and appropriate resources including ICT;
* quality of interaction through dialogue and questions;
* questioning to promote reflection and thinking;
* understanding of how to help students who are finding learning difficult.

**Discussion Points**

|  |
| --- |
| **3.2 Quality of students’ Learning** |

**Consider students’:**

* enjoyment of and enthusiasm for learning;
* responsibility for and independence in their own learning;
* questioning and explaining;
* collaboration and sharing of ideas;
* understanding their own learning and evaluation of their strengths and weaknesses;
* ability to relate their learning to real life;
* use of ICT to support their learning;
* ability to memorise and recall when appropriate;
* capacity to find things out for themselves;
* understanding of how they learn;
* skills of reflection and analysis;
* use of higher order skills and critical thinking.

**Discussion Points**

|  |
| --- |
| **3.3 Assessment** |

**Consider:**

* prior learning and gains in learning;
* the quality of teachers’ questioning;
* how students demonstrate their understanding;
* how assessment information informs teaching, learning and planning;
* consistency of assessment and review throughout the school;
* students’ understanding of their strengths and weaknesses and what they need to do to improve;
* record keeping and accuracy of information;
* internal moderation [comparison] of judgments and their external validation;
* use of this information to meet the needs of all students;
* the quality of oral and written feedback given by teachers to individual students;
* students’ response to feedback;
* teachers’ knowledge of students’ strengths and weaknesses.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 4 - How well does the curriculum meet the needs of all students?** |

**Discussion Points**

|  |
| --- |
| **4. Curriculum** |

**Consider:**

* the rationale and shared values of our curriculum;
* breadth and balance [variety and quality of choice at all phases];
* regularity of review to ensure all needs are met;
* statutory requirements such as Islamic Education and Arabic;
* continuity, progression and transitions to next phase;
* levels of challenge for different groups [gender, SEN, EAL etc];
* students’ developmental needs (physical, learning, social, emotional);
* enrichment such as cross-curricular, extra-curricular, community partnerships;
* resources and how they support the curriculum;
* the space available to enable appropriate teaching and learning to meet all students’ learning needs.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 5 - How well does the school protect and support students?** |

**Discussion Points**

|  |
| --- |
| **QI 5.1 Health and Safety** |

**Consider:**

* students’ safety and security eg provision for the safety of students appropriate for the numbers of students present in every classroom;
* understanding of the school community of how to keep them safe;
* suitability of the premises and facilities for all students, including those with special educational needs;
* policies and procedures to ensure safe and consistent practice such as fire drills, medication control and risk assessments for school trips;
* record keeping arrangements and how these inform subsequent improvements;
* promotion of and provision for a healthy lifestyle;
* child protection arrangements and procedures; understanding and practice.

|  |
| --- |
| **5.2 Quality of support** |

**Consider:**

* levels of trust and respect between students and staff;
* teachers’ knowledge and response to students’ social, physical, emotional and intellectual needs;
* students’ access to a range of informed advice and support on personal and social matters;
* quality of guidance including future education and career paths;
* management of behaviour and how well this is consistently applied by everyone;
* the use of outside agencies to effectively and appropriately support students;
* mechanisms for identifying and supporting students, including those with special educational needs [SEN];
* whether SEN students make unsatisfactory, acceptable, good or outstanding progress;
* students’ and parents’ involvement in this process;
* modification to the curriculum, resources and facilities to suit a diverse range of needs;
* strategies for promotion of attendance and punctuality and our responses to absence.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 6 - How good are the leadership and management of the school?** |

**Discussion Points**

|  |
| --- |
| **6.1 The quality of leadership** |

**Consider:**

* how our aims and values promote our vision;
* the understanding and commitment of the school community to high standards;
* the competencies of all leaders to raise standards;
* training to support innovation and improvement;
* the culture of consultation and communication;
* procedures and routines for managing the school;
* the quality of the working relationships throughout the school community.

|  |
| --- |
| **6.2 Self-evaluation and improvement planning** |

**Consider:**

* the accuracy of key priorities for improvement;
* the success criteria in relation to impact on students’ outcomes;
* the quality of our self-evaluation process;
* the rigour and accuracy of the judgments;
* planning for improvement based on an accurate identification of our performance;
* links between attainment and progress and improvements;
* regular review of all of our actions and outcomes and next steps;
* the effectiveness and accuracy of our performance management system and how well it is understood by all;
* the type and quality of support for teachers not meeting our standards;
* our actions in response to all of the recommendations from the previous DSIB report;
* the resources needed to implement the action plan.

|  |
| --- |
| **6.3 Partnerships with Parents and the Local Community** |

**Consider:**

* the involvement of parents in the work of the school;
* parental understanding of the impact of their involvement on learning;
* the parental voice in the school;
* the reporting of the key priorities and all other aspects of school improvement;
* whether reports are comprehensive and informative and meet parents’ needs;
* the involvement of the local and wider community as partners in the learning experience of the students.

|  |
| --- |
| **6.4 Governance/Advisory Board** |

**Consider:**

* the advice and guidance given to the school by the advisory board; how objective and independent is it;
* the strongest features of the advisory board/governors and areas most in need of development;
* the roles of governors and owners in initiating school improvement which lead to improved outcomes;
* how the governors hold the school and the leaders to account;
* the representation of the membership of the advisory board and how it reflects the school community and its context;
* how effectively the governing body communicates its work to the school community;
* the fulfilment of all statutory requirements;
* the promise we make to parents.

|  |
| --- |
| **6.5 Management, including staffing, facilities and resources** |

**Consider:**

* the sufficiency and appropriateness of staff and resources;
* staff training and deployment to address key priorities for improvement;
* how well the day-to-day life of the school is managed;
* how well the premises support effective learning;
* if leadership ensures that all learning environments support learning and are safe for all students and teachers;
* the quality and range of resources available and their use to support teaching and learning.

|  |
| --- |
| **Self-Evaluation – Points to guide discussions related to each QI.** |
| **Quality Indicator 7 - How good are the leadership and management of the school?** |

**Discussion Points**

|  |
| --- |
| **7. Overall Performance** |

**Consider:**

* the accuracy and analysis of all reliable evidence;
* the links between all of our judgments and the descriptions in the DSIB Handbook 2011-12;
* the judgement for each QI and ensure that these link together and align with DSIB descriptions for **Overall Effectiveness** (QI 7) of the DSIB Handbook 2011-12.

|  |
| --- |
| 1. What is the quality of attainment and progress for students across the subject and grade range when compared to international expectations? 2. What is the quality of the personal and social development of all our students? 3. Is the standard of teaching informed by sound analysis of assessment data and does it consistently promote effective learning? 4. Have we a curriculum that is compliant, broad, balanced and enriched by a variety of learning experiences for every student? 5. Is every student safe, secure and fully supported? 6. How effective are all aspects of leadership and governance in ensuring that promises to parents and students are kept? |

* What are the proportions of quality – **unsatisfactory/acceptable/good/outstanding** – that apply to the different aspects of all that we do? Are we sure that our self-evaluation is not too positive or too negative and that we can guarantee the quality of a student’s experience in our school?