**Self-Evaluation**

**A Resource for Schools in Dubai**

**School name:** Click here to enter text.

Dubai Schools Inspection Bureau 2011

Introduction

Dubai Schools Inspection Bureau (DSIB) is committed to placing school self-evaluation at the centre of the inspection process. School self-evaluation is a vital process for school improvement. In order to make sustained improvement, school leaders need to know their schools well. Self-evaluation makes this possible. It is essential for schools to have a clear idea of their strengths and weaknesses, in order to identify priorities and agree actions. Evaluation, review and monitoring provide vital information for setting priorities and planning further improvement.

Documentation emerging from the school’s self-evaluation process can now become a key element of the evidence gathered in preparation for inspection. This resource is designed to support schools in evaluating the outcomes of their work using the DSIB Quality Indicators (QI).

For the academic year 2011-12, all private schools in Dubai can complete and submit this self-evaluation document at least **two weeks prior to the start of their inspection**. Whilst this resource is aimed at good and outstanding schools, all schools are encouraged to carry out a process of review using the quality indicators in the Inspection Handbook 2011. It is expected that the submissions from schools are detailed **but concise**. Please note that schools are required to evaluate Emirati students’ attainment and progress specifically.

**Self-Evaluation – A Resource for Schools**

Schools can use this resource to align their **Self-Evaluation** to the DSIB Quality Indicators detailed in the DSIB Inspection Handbook 2011-12. Following the self-evaluation process, schools may send the completed forms and evidence to DSIB, prior to inspection. This documentation will be central to the evidence base used to inform the inspection. The diagram below outlines this continuous process of evaluation. It is expected that school leaders will involve staff and stakeholders in this process.

SELF-EVALUATION CYCLE

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| **REVIEW – HOW ARE WE DOING?** |

School self-evaluation needs to be based upon an agreed cycle of activities. This might start at the end of the school year with a review of the previous year's performance. This stage of the cycle involves considering each aspect of what the school does and how this impacts on the students. **Self-Evaluation – A Resource for Schools in Dubai** helps schools evaluate using the DSIB Quality Indicators. Most schools seek student, teacher and parent opinions to ensure the views of stakeholders influence decision-making. Members of the advisory or governance board also need to be closely involved in the process.

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| **EVIDENCE - HOW DO WE KNOW?** |

There is a range of evidence to inform a school about how well it is doing. Examples include attainment data, predictions, survey results, students’ work and accreditation information etc. This evidence can be brought together to identify strengths and areas for improvement in terms of students' performance. It is essential that all judgements made by the school are based on the impact its actions have on student outcomes. This information can be used to establish or refine priorities within the overall school improvement plan.

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| **VISION – HOW WELL SHOULD WE BE DOING?** |

The vision, values and aims of a school should drive its improvement. The promise to parents is an important focus for schools to use to determine how well they should be doing and in what areas they could improve. Schools also need to compare their performance with other similar schools, locally and internationally.

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| **PLANNING – WHAT IS NEXT?** |

This stage is about prioritising the areas in need of improvement. It is important to decide, as a school team, which actions will best bring about the desired change. Schools need to be clear about what they expect to see if their actions have been successful. Long-term improvement plans can guide schools through this process.

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| **ACTION – WHAT WILL WE DO?** |

This stage involves devising action plans which will ensure that change is managed effectively and includes key personnel so that initiatives are embedded in practice. Action plans need to include success criteria which are measurable in terms of impact on students. Action plans contribute to the overall long-term school improvement plan.

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| **MONITORING- ARE WE DOING WHAT WE HAVE AGREED?** |

The next stage of the cycle involves regular and rigorous monitoring. This includes a range of actions to keep all aspects of the school under review to make sure the school staff are doing what they have agreed to do and that this is impacting directly on students. Monitoring is about ensuring accountability and all members of the learning community have a role in ensuring the school is held to account.

**THE PROCESS**

Schools can complete the evaluation and submit forms for each QI as defined in the DSIB Inspection Handbook 2011-12. There are notes in red on each form to guide the process. There are also TOOLS to support the process in the support pack. There are seven quality indicators as shown below:

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| **QI 1 HOW GOOD ARE STUDENTS’ ATTAINMENT AND PROGRESS?** |
| **1.1 ATTAINMENT**  | **1.2 PROGRESS**  |
| There are 6 forms for QI 1.1 to cover **attainment** in all key subjects of Islamic Education, Arabic as a first language, and Arabic as an additional language, English, mathematics and science. An extra form should be completed by schools who deliver the curriculum through a language other than Arabic and English.  | There are **6** forms for QI 1.2 to cover **progress** in all key subjects of Islamic Education, Arabic as a first language, and Arabic as an additional language, English, mathematics and science. An extra form should be completed by schools who deliver the curriculum through a language other than Arabic and English. |
| **QI 2 PERSONAL & SOCIAL DEVELOPMENT** | **QI 3 TEACHING, LEARNING & ASSESSMENT** |
| This includes QI 2.1; 2.2 and 2.3. (one form to be used for all three sections) | This includes QI 3.1; 3.2; 3.3. (one form to be used for all three sections) |
| **QI 4 CURRICULUM** | **QI 5 PROTECTION & SUPPORT** |
| (one form to be used for this QI) | This includes QI 5.1 and 5.2. (one form to be used for both sections) |
| **QI 6 LEADERSHIP** |
| This includes QI 6.1; 6.2; 6.3; 6.4; 6.5. (one form to be used for all five sections) |
| **CONSIDER THE OVERALL PERFORMANCE OF THE SCHOOL USING ALL EVIDENCE GATHERED** |
| **QI 7 OVERALL PERFORMANCE** |
| This relates to the overall performance of the school as defined in the handbook. The school’s evaluation of the other six quality indicators will inform this judgement. Overall performance is evaluated using a ‘closest match’ approach as detailed in the TOOLS section in your pack. The form for this QI is DIFFERENT from the forms used for QIs 1-6. |

**Use Control/Click to move to a specific QI**

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| [QI 1 Islamic Education](#_KEY__SUBJECT:) | [QI 1 Arabic](#_KEY__SUBJECT:_1) | [QI 1 English](#_KEY__SUBJECT:_2)  | [QI 1 Lang. Instruction](#_KEY__SUBJECT:_3)  |
| [QI 1 Mathematics](#_KEY__SUBJECT:_4) | [QI 1 Science](#_KEY__SUBJECT:_5) | [QI 2 Personal & social development.](#_QUALITY_INDICATOR_)  | [QI 3 Teaching/learning](#_QUALITY_INDICATOR_3:)  |
| [QI 4 Curriculum](#_QUALITY_INDICATOR_4:)  | [QI 5 Protection and support](#_QUALITY_INDICATOR_5:)  | [QI 6 Leadership & management](#_QUALITY_INDICATOR_6:)  | [QI 7 Overall performance](#_QUALITY_INDICATOR_7:)  |

**GUIDANCE FOR COMPLETION OF THE FORMS**

SCHOOL LEADERS SHOULD:

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| 1 | Complete form(s) for QIs 1-6 as shown above. |
| 2 | Consider each QI in turn in relation to the key aspects at the top of each form. Make a judgement for each section of QIs 1-6 using the illustrative descriptions in DSIB Inspection Handbook 2011-12 and the points for discussion in TOOLS. |
| 3 | For QIs 1.1 and 1.2, schools are required to make a judgement on the attainment and progress of Emirati students across all key subjects. |
| 4 | For QI 1.2, schools are required to make a separate judgement on progress for students with Special Educational Needs (SEN.) |
| 5 | Be sure that the judgements are accurate and match the illustrative descriptions. |
| 6 | Ensure all judgements are linked to student outcomes – use the TOOLS to help you. |
| 7 | Provide suitable evidence to support the judgements. |
| 8 | Involve as many members of the school learning community as possible to make judgements. |
| 9 | For each QI identify 3 areas where the school performs best and 3 priorities for improvement. |
| 10 | Save all forms for QIs 1-6. |
| 11 | Finally, when all forms are completed and judgements for QIs 1-6 have been made, school leaders should consider the overall performance of the school using the guidance provided and the DSIB Inspection Handbook 2011-12. |
| 12 | The form for QI 7 should then be completed and saved using the guidance provided on the form. All forms should be submitted to DSIB **at least two weeks prior to the school’s inspection.** |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: ISLAMIC EDUCATION |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **ISLAMIC EDUCATION** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: ISLAMIC EDUCATION** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **ISLAMIC EDUCATION** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: ARABIC as a first language |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **ARABIC as a first language** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment.Click here to enter text.  |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: ARABIC as a first language** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **ARABIC as a first language** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text.  |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| --- |
| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: ARABIC as an additional language |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **ARABIC as an additional language** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment.Click here to enter text.  |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: ARABIC as an additional language** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **ARABIC as an additional language** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text.  |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: Language of Instruction |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **Language of Instruction** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: Language of instruction** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **Language of instruction** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: ENGLISH |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **ENGLISH** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment. Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: ENGLISH** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **ENGLISH** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: MATHEMATICS |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **MATHEMATICS** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: MATHEMATICS** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **MATHEMATICS** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| KEY SUBJECT: SCIENCE |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards**   |
| **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
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment in **SCIENCE** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- |

1. Use the text box below to provide a summary of how well your students are attaining in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ attainment. Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| **KEY SUBJECT: SCIENCE** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time
* Progress in lessons
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress in **SCIENCE** | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- |
| SEN students’ progress | --Select-- |

1. Use the text box below to provide a summary of how well your students are progressing in each phase, to justify your judgement. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text.Use this text box to provide a summary of your EMIRATI students’ progress.Click here to enter text.  |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.
* Provide extra data as necessary eg examination results.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 2: Personal and Social Development |
| **KEY ASPECTS** |
| **2.1 Attitudes & Behaviour** | **2.2 Islam, Traditions, Culture** | **2.3 Civic, Economic and Environmental Understanding** |
| * Behaviour
* Relationships
* Sense of responsibility
* Adoption of a healthy lifestyle
* Attendance & punctuality
 | * Students’ respect for and their appreciation and understanding of Islam
* Students’ appreciation of local traditions and culture of Dubai
* Students’ awareness of the multi-cultural society in Dubai and wider world cultures
 | * Students’ civic responsibility and community involvement
* Knowledge and understanding Dubai’s economic progress, and its place in the world
* Knowledge and understanding of the implications of local and global environmental issues
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **2.1 Attitudes & Behaviour** | --Select-- | --Select-- | --Select-- | --Select-- |
| **2.2 Islam, Traditions, Culture** | --Select-- | --Select-- | --Select-- | --Select-- |
| **2.3 Civic, Economic and Environmental****Understanding** | --Select-- | --Select-- | --Select-- | --Select-- |

1. Use the text box below to provide a summary of your students’ personal and social development in each phase, Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 3: How good are the teaching, learning and assessment? |
| **KEY ASPECTS** |
| **3.1 Teaching for effective learning** | **3.2 Learning** | **3.3 Assessment** |
| Teachers’ knowledge of their subjects and how they are learnedEffectiveness of lesson planning, the management of time and use of resources in lessonsTeacher–student interactions including the use of dialogue and questionsTeaching strategies to meet the needs of all groups of students The extent to which teaching promotes critical thinking and independent learning  | Students’ engagement in and responsibility for their own learningStudents’ interactions and collaborationApplication of learning to the real world and making connections between areas of learningEnquiry, research and critical thinking skills | Assessment systems and processes Quality and accuracy of assessment data throughout the schoolLevel of teachers’ knowledge of their students’ strengths and weaknessesQuality and effectiveness of oral and written feedback to studentsThe use of assessment to influence teaching, the curriculum and support for students |

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| **Use the drop-down menu to select your judgement 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 Learning** | --Select-- | --Select-- | --Select-- | --Select-- |
| **3.3 Assessment** | --Select-- | --Select-- | --Select-- | --Select-- |

1. Use the text box below to provide a summary of how good teaching, learning and assessment are in each phase. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 4: How well does the curriculum meet the needs of all students? |
| **KEY ASPECTS** |
| **4** |
| * Breadth and balance
* Continuity and progression
* Review and development
* Provision for all groups of students
* Enrichment
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| **Use the drop-down menu to select your judgement for the phase(s) in your school** |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **4.** The curriculum is | --Select-- | --Select-- | --Select-- | --Select-- |

1. Use the text box below to provide a summary of how well your curriculum is meeting the needs of students in each phase. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 5: How well does the school protect and support students? |
| **KEY ASPECTS** |
| **5.1 Health and Safety** | **5.2 Care and Support** |
| * Arrangements to ensure health, safety and security in all parts of the school, on school transport and in other environments used by the school
* Suitability of premises and facilities for all students, including those with special educational needs
* Quality of maintenance and record keeping; for example, fire drills and medicines, together with records of incidents and subsequent actions
* Provision for and promotion of healthy living
* Care and welfare of students including child protection
 | * Staff–student relationships
* Staff handling of behaviour issues
* Student advice and support, including guidance regarding future education and career paths
* Supporting students with special educational needs
* Management of student attendance and punctuality
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| **Use the drop-down menu to select your judgement 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 Care and Support** | --Select-- | --Select-- | --Select-- | --Select-- |

1. Use the text box below to provide a summary of how well your school protects and supports students in each phase. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 6: How good are the leadership and management of the school? |
| **KEY ASPECTS** |
| **6.1** | **6.2** | **6.3** | **6.4** | **6.5** |
| **Quality of leadership** | **Self-evaluation and improvement planning** | **Parents and the community** | **Governance** | **Management, including staffing facilities and resources** |
| * Vision and direction
* Distribution and responsibilities of leadership
* Relationships and communication
* Capacity to improve and innovate
 | * 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
 | * Parental involvement
* Communication and reporting
* Community links
 | * Providing advice, guidance and ensuring accountability
* Representation reflecting the school community and response to stakeholders’ views
 | * 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
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| **Use the drop-down menu to select your judgement for your school** |
|  | Overall |
| **6.1 Quality 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, including staffing, facilities and resources** | --Select-- |

1. Use the text box below to provide a summary of how good the leadership and management are in your school. Relate your evaluation to the key aspects. This will form the basis for discussions during the inspection.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |

1. Use the text box below to support your evaluation with detailed evidence.
* Use the TOOLS provided in the support pack to help you.

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| **How do we know? Write down the facts that support your judgement in the illustrative descriptions.**Click here to enter text. |

1. Identify below which aspects you think you do best.

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| **What do we do best?** |

1. Identify the key priorities for improvement for inclusion in your action plan.

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| **Planning for Improvement: KEY PRIORITIES – What do we need to improve?**  |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 7: How well does the school perform overall? |

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| **QUALITY DESCRIPTIONS** |
| **Outstanding** | **Good** | **Acceptable** | **Unsatisfactory** |
| Across all quality indicators, judgements are at least good and a majority will be outstanding.It is expected that the outstanding judgements will include:Students’ progressTeaching for effective learningThe quality of leadershipSelf-evaluation and improvement planning**AND**The school is fully compliant with statutory requirements. | Across all quality indicators, most judgements are good or better.It is expected that the good or better judgements will include:* Students’ progress
* Teaching for effective learning
* The quality of leadership
* Self-evaluation and improvement planning
 | Across all quality indicators, most judgements are acceptable.It is expected that the acceptable or better judgements will include:* Students’ progress
* Teaching for effective learning
* The quality of leadership
* Self-evaluation and improvement planning

 | The school performs at an unsatisfactory level in a majority of quality indicators. There is unsatisfactory performance in any of the following quality indicators:* Teaching for effective learning
* The quality of leadership

**OR**The arrangements to protect and support students are unsatisfactory.  |

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| **Use the drop-down menu to select your overall judgement for your school** |
|  | Overall |
| 7. The overall performance of our school is | --Select-- |

1. Use the text box below to provide a summary of how well your school is performing OVERALL. Relate your evaluation to the QIs.

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| **Our Self-Evaluation Summary (Maximum 1000 words)**Click here to enter text. |