



Al Ameen Private School

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1993
Website	www.msbdubai.com
Telephone	04-2677100
Address	Al Nahda 2, P.O. BOX 94550
Principal	Zahabiya Juzer Moiz
Language of instruction	English
Inspection dates	7 to 9 November 2016

Teachers / Support staff	
Number of teachers	62
Largest nationality group of teachers	Indian
Number of teaching assistants	13
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	3 - 16
Grades or year groups	FS 1 - Year 11
Number of students on roll	613
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	17
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGSCE
Accreditation	CIE - UK
National Agenda benchmark tests	ACER: IBT; GL: PT, CAT 4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

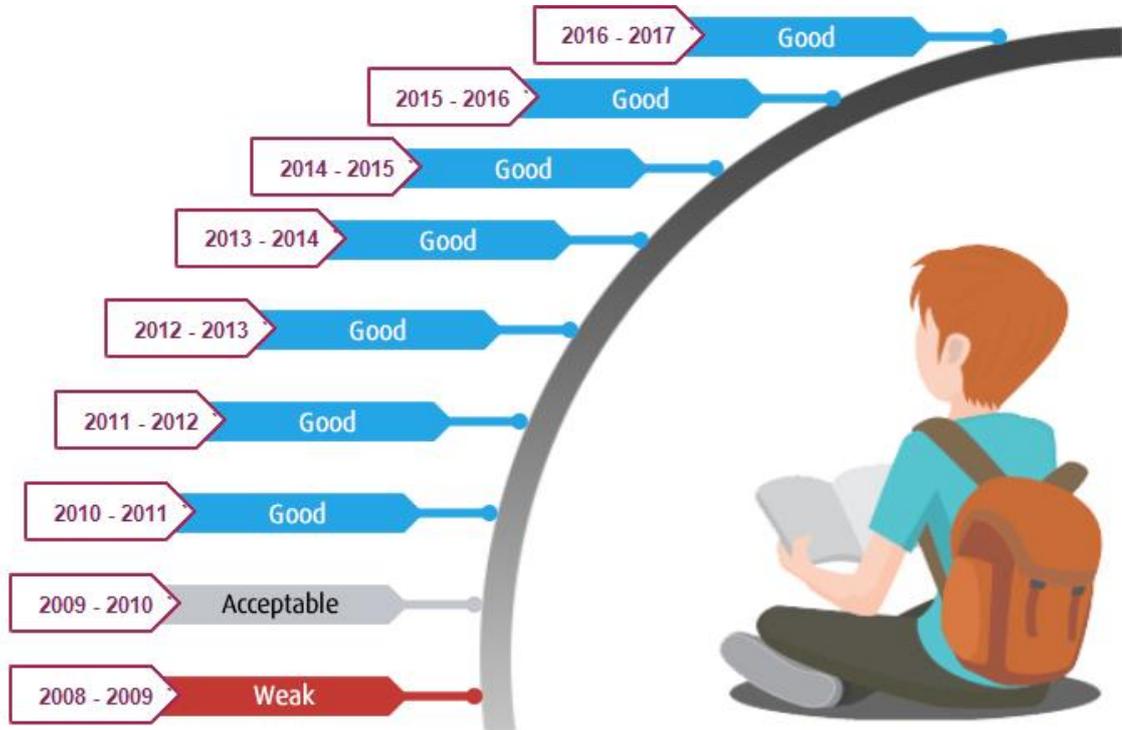
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale.

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Al Ameen Private School



- Al Ameen Private School was established in 1992. The current principal is in her first year in this post. Student numbers are largely steady at around 600, with this year's roll being slightly higher at 613. Teacher turnover this year is 20%, compared to last year's 28%.
- Previous inspections identified a number of significant strengths in the school. These have included the clarity and purpose of leadership, the levels of attainment, especially in the older phases and the outstanding partnerships with parents and the wider community.
- There have been no significant recurring recommendations from previous inspections. The leadership of the school has addressed the recommendations from reports well, so that they do not recur. The themes from last year's inspection included improving teaching and raising levels of attainment against international benchmarks.



Summary of inspection findings 2016-2017



Al Ameen Private School was inspected by DSIB from 7 to 9 November 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are good or very good in all key subject areas in all phases of the school.
- Students display a very good understanding of Islamic values as well as the culture and heritage of the U.A.E. Students also possess knowledge of their own cultures and have understanding and recognition of other global cultures. In an age-appropriate fashion, they accept responsibility for the welfare of their community and for the environment.
- Teachers have good subject knowledge and most have a good understanding of how children learn. They have a well-developed understanding of the abilities of the children in their lessons. Some teachers are planning lessons that meet the needs of different groups of learners but this is not consistent. A minority of lessons contain suitable challenge, including open ended questioning and critical thinking. Assessment in all phases is very good.
- The curriculum is very well designed in all subjects and phases and meets the needs of the students appropriately. Curriculum adaptation to meet the needs of the different groups of students in the school is also very good.
- The school's efforts to promote healthy lifestyles and to protect the health and safety of the students are outstanding. Students are well supported in all phases in their personal and social development.
- School leaders manage the day-to-day operations of the school smoothly. They are dedicated to evaluating the performance of the school accurately and to developing school improvement strategies that effectively improve the quality of students' learning. Evidence of this can be seen in improved achievement by students in external assessments.

What the school does best

- Students attain very good levels and make very good progress in English, maths, and science in the secondary phase.
- Students develop all elements of personal and social development very well.
- Both curriculum design and its adaptation are very good across all phases.
- The school has outstanding provision for the health and safety of students.
- Leadership, self-evaluation and governance are all very good aspects of the school's work. The relationships with parents and the community are outstanding.

Recommendations

- Improve the quality of teaching by:
 - evaluating the effectiveness of teaching and developing improvement strategies that are monitored over time against measurable outcomes
 - identifying and sharing best practice among teachers
 - monitoring the impact of professional development on student outcomes.
- Raise expectations within lessons for all groups of students by:
 - providing challenging opportunities for students to learn independently and write extensively
 - increasing students' use of digital resources to encourage research, investigation, and innovation.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmark tests is above expectations in mathematics and science. In English, attainment is secure but not consistent across all grades.
- The school has effectively analysed the National Agenda Parameter benchmark reports for 2015/16 and has developed a detailed action plan to improve the standards of education. Leaders have identified gaps in the curriculum relative to the National Agenda. Comprehensive training is provided to assist school leaders and staff in analysing and interpreting the National Agenda Parameter results.
- The school has strengthened its curriculum in English, mathematics and science by adopting a common set of international benchmark standards from the top performing PISA and TIMSS nations. This enables the students to be equipped with the knowledge and skills to be globally competitive.
- Teachers use questioning to prompt students into forming their own lines of enquiry and investigation in order to develop critical thinking skills. Students in the primary and secondary phases engage in a range of open ended investigations but not consistently across the school. In the secondary phase, older students form hypotheses and evaluate their findings in order to reach informed conclusions.
- The school has demonstrated commitment to developing students' research skills as a sound basis for life-long learning. In most year groups, students are now developing more independence in their learning and can form their own lines of enquiry. Older students are able to access information and extract the required insights to form critical evaluations.

Overall the school's improvement towards achieving its National Agenda targets is above expectations.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
English 	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good
Mathematics 	Attainment	Very good ↑	Very good ↑	Very good
	Progress	Good	Very good ↑	Very good
Science 	Attainment	Very good	Very good ↑	Very good
	Progress	Very good	Very good ↑	Very good
		Foundation Stage	Primary	Secondary
Learning skills		Very good ↑	Good	Good

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Very good	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Good	Good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding
Governance	Very good ↑
Management, staffing, facilities and resources	Good

Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Very good ↑	Good
Science	Very good	Very good

- In English, in the Foundation Stage (FS), children develop good communication and language skills. A majority attains, and makes progress, above the expected curriculum standards. Children interact confidently with the teachers and with their peers. They can identify the letters of the alphabet and their respective sounds. They use their phonic skills to decode words and to read simple books appropriate to their age and ability level. They can label their drawings and most can write simple sentences.
- Children have developed a very good understanding of numeracy when compared to curriculum expectations. They can identify numbers from one to twenty accurately. They count with confidence and match specific numbers to concrete materials. They can count backwards and forwards and carry out simple mathematical equations using "+", "-", and "=" . They recognise and talk about 3-D and 2-D shapes. They can construct simple patterns using colours, shapes and other objects. They make good progress compared to curriculum expectations.
- Children's learning and enquiry skills in science are very effective. They are developing a natural curiosity about living things in their environment. They use a range of opportunities to investigate and explore by, for example, using magnifying glasses to investigate scales on a fish. Children record their findings using simple diagrams and the labelling of objects. Children make very good progress in developing their scientific skills, knowledge and understanding in respect to their starting points and as measured against curriculum standards.

 Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Good	Good
English	Good	Good
Mathematics	Very good ↑	Very good ↑
Science	Very good ↑	Very good ↑

- In Islamic education, the majority of students attain at levels above the Ministry of Education (MOE) curriculum standards. Most students have a good knowledge about the key principles of faith and worship in Islam. A large majority of students can explain the 5 Pillars of Islam well above curriculum expectations. Students show strong knowledge of Seerah; they can relate stories of some of the prophets and interpret them well. Students' progress in lessons and in their work over time is good. By the end of the phase, they develop good recitation and memorisation skills.
- The majority of students attain levels in Arabic as an additional language which are above expectations, particularly in listening, speaking, and responses to questions. Their independent writing skills are at the expected level. They make conversation using words they have just learned. Students make good progress in lessons. Their progress in listening, reading and speaking is better than their progress in independent writing.
- In English, all groups of students make good progress in speaking, listening and reading relative to their starting points. By the time they move to the secondary phase, the majority of students are working at levels above curriculum standards. Their attainment, as measured against international benchmarks, is very good. Students develop good comprehension skills and their spelling and grammar are improving. Their ability to write at length is less well developed.
- In mathematics, attainment, when measured against the expectations of curriculum, indicates that the large majority of students' are above the required standards by the end of phase. The school's internal assessment data reveals fluctuations in different year groups. Students' attainment in all year groups in this phase are benchmarked against international expectations and results are above international averages. Work completed over time in books reflects the rapid progress students make in lessons. Trends indicate that progress is very good when compared to national and international expectations.
- In science, attainment and progress, when measured against curriculum expectations, show that a large majority of students are above expected standards. International benchmarks show similar levels of attainment. Students are developing appropriate inquiry and investigation skills. They are able to predict and carry out simple investigations to test their predictions. They are able to express their ideas and understanding, using age-appropriate scientific language. The progress of students with special educational needs and disabilities (SEND) is good or better. Attainment over the past three years is similar and is above national and international standards

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Good	Good
English	Very good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good

- In Islamic education, the majority of students attain levels that are above curriculum standards. Most students demonstrate a high level of understanding of Qur'anic verses and are able to interpret the general meanings conveyed in the verses. The majority of students demonstrate good understanding of Islamic values from the Holy Qur'an and the Prophet's (PBUH) sayings. Most can explain how to apply these values in their daily lives. The majority of students make better than expected progress in lessons and over time.
- In Arabic as an additional language, attainment is above curriculum standards for the majority of students. Almost all students can respond to video prompts and to direct dialogue. They use full sentences to express themselves and to describe their surroundings. The majority of students can read a text and understand the main ideas. The majority of students make progress within lessons which exceeds the learning objectives. Their progress related to overall language skills is above curriculum expectations. Progress in improving extended writing is slower than when reading or speaking.
- In English, all groups of students make very good progress and their IGCSE results in English as an additional language are outstanding. Overall, their attainment is very good but there is some variation among year groups. Students develop good speaking skills through debating and presentations. They have competent research techniques. Their skills in extended writing are less secure. Attainment measured against international benchmarks is good but it is inconsistent over the phase.
- In mathematics, the large majority of students achieve levels of attainment that are above the minimum expected curriculum standards for Cambridge IGCSE. Internal assessments indicate that attainment is also above expected levels for the majority of students. Students' standards are benchmarked against international expectations. Results compare favourably and indicate that attainment in the school exceeds international averages. Work in notebooks does not always reflect students' conceptual understanding. Trends over time show standards at the end of this phase continue to improve.
- Attainment and progress measured against the school's science curriculum show that a large majority of students are above age-related standards. The school's IGCSE science results for June 2016 are outstanding. International benchmark tests show similar levels of attainment. The students have effective inquiry and investigation skills. They are able to hypothesise and then develop investigations to test their hypotheses, based on their knowledge and understanding. The progress of students with SEND is at least good. Attainment over the past three years is consistent and is above national and international standards.

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Good
<ul style="list-style-type: none"> Students are engaged in, and have positive attitudes towards, their learning. They work independently when given the opportunity to do so. Children in FS are confident, independent learners. However, older students are sometimes too passive in their learning. Students have an understanding of their strengths and weaknesses as learners. They know what they have learned and they have some understanding of how to improve. Students are able to discuss and explain their learning to others. They are able to work collaboratively and productively in small groups and their learning improves in these situations. They listen respectfully when other students are giving feedback on their learning to the class. The students make some connections between their new and previous learning. They are beginning to relate their learning to real-life situations. They are confident demonstrating their learning in familiar contexts but require support when attempting to apply their learning in unfamiliar contexts. Students can find things out for themselves but within lessons they often rely on teacher-directed inquiry as the starting point for their research. There is an increasing use of technology, by both the students and the teachers, to support learning. Students' critical thinking skills are being developed but there is not a consistent approach across all subjects and phases to enhance this development. 			

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good ↑	Very good ↑
<ul style="list-style-type: none"> Students have a very strong sense of personal responsibility and commitment to the school ethos. They have positive attitudes to school and to their learning. They welcome opportunities to take on roles such as class monitors and prefects when chosen. They lead assemblies, sharing important values of the school. They appreciate and see the purpose of teachers' comments about their work when they are provided. Children in FS are very well-behaved and play together happily, sharing their activities and materials. In the primary and secondary phases, students also behave well and almost always follow school rules. Incidents of bullying are rare. Students are self-disciplined and respond very well to their peers and to adults. Their positive behaviour contributes to the harmonious learning community Strong relationships between staff and students contribute to the positive behaviour and attitude of students towards peers and staff. Older students provide support to students with SEND during lessons and help them to develop confidence. Students understand the importance of having a safe and healthy lifestyle. They encourage others to make healthy eating choices and to get regular exercise. The health and fitness programme encourages students to live a healthy lifestyle. A lot of the students are keen to share what sports they play in and out of school. 			

- At the start of the day, almost all students arrive on time. They also get to lessons on time throughout the day. Attendance across the school is acceptable.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good

- Students across the school have a strong appreciation of Islamic values. They understand the relevance of these values and their impact on everyday life in the UAE. The school's Islamic council has greatly deepened students' understanding of Islam and its values.
- Students talk about tolerance in UAE society and how they feel comfortable in school and at home in Dubai. Students have a very strong awareness of Emirati culture. They understand the diversity of UAE and how this diversity impacts on them. They are able to explain Emirati traditions and heritage. Historical knowledge relative to the development of the UAE and the country's national celebrations is excellent.
- Students are extremely proud of their own culture, heritage and traditions. They are highly respectful of others and are able to explain in detail the main features of different cultures. They actively participate in national and international initiatives related to their communities.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students take responsibility for their school community as demonstrated in their care for one another. A minority take on key roles such as school councillor. They are keen to participate in projects that will benefit the whole school. Some of these projects are initiated by students but most are led by parents or staff.
- Students have a positive work ethic. Almost all demonstrate a willingness to learn and follow the instructions of staff, settling well to tasks. They are generally reliable and active participants. They take leadership roles as these projects evolve and frequently lead by example.
- Students demonstrate a pride in their school and have a strong focus on improving the environment through participation in clubs, special days and competitions. They actively support or initiate schemes that have a positive environmental impact through "green" projects, recycling and conservation.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers are knowledgeable about their subjects. They are enthusiastic about, and able to share, this knowledge with their students. They enhance students' learning by providing appropriate real-life contexts. Most teachers are aware of how students learn in their subjects.
- Teachers plan their lessons comprehensively; the purpose of the lesson is clear and time is usually taken at the end of the lesson for review. There is a good balance of activities. However, teachers are not using assessment data effectively in their planning to meet the needs of all groups of students. Teachers make use of available resources, including technology, and develop a positive learning environment for their students.
- Teacher-student interactions are strong. Teachers have a range of questioning strategies that they use to good effect and students ask questions of their teachers for support and extension. However, questioning by teachers often relates only to knowledge and skills; the use of open-ended questions to confirm student understanding and to develop their critical thinking skills further is not a consistent feature of teaching.
- Classrooms are well organised and managed. Teachers use a range of strategies with different types of activities and resources to enhance learning. These varied approaches to teaching ensure that, for the majority of students, their learning needs are met well. The deployment of these strategies requires further development to have a greater impact on students' outcomes.
- Teachers, especially in FS, challenge students, give time for independent research and have a growing expectation that students should be responsible for their learning. Lessons allow for students to work collaboratively and strategies are used to enhance this collaborative work. In some lessons, opportunities for reflection, consolidation or critical thinking are missing or have too little time allocated to be meaningful.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- The school has extensive and consistent internal assessment procedures. In English, mathematics and science, internal assessments are aligned to the National Curriculum for England up to Year 9. There are diagnostic tests at the start and end of each topic in most subjects. This provides teachers and leaders with reliable and valid information about students' starting points and the progress that they make.
- Students' levels of attainment in most subjects are measured by external examinations in Year 11 when students sit Cambridge iGCSE examinations. All students' academic achievement in English and mathematics is benchmarked against international expectations in all phases from FS to Year 10. This also includes science from Year 4. In Arabic, only internal examinations are used.
- Data from assessments relating to the progress that students make in most subjects are regularly analysed in detail. This information tracks the increase in attainment over time in all phases. The school's analysis is an accurate reflection of the progress students make from their starting points. This informs decisions so that the needs of all students are met.

- The school’s use of assessment information to inform decisions about the curriculum is strong. The use of assessment information to shape learning tasks to match students’ needs, including those with SEND, is improving. Assessment information is reliable and accurately reflects what students know and can do in most subjects.
- Most teachers have detailed knowledge relating to the strengths and weaknesses of individual students. The school also gathers information about students' potential and cognitive ability. When carefully considered, this has a positive impact on students' achievement because it enables teachers to match learning activities to students’ needs and preferred learning styles.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The school follows successfully the Early Years Foundation Stage curriculum, the National Curriculum for England and the Cambridge International IGCSE curriculum. All have a clear rationale and promote knowledge, skills and understanding across all phases.
- Teachers plan the curriculum very effectively so that children and students build on previous learning. The transition arrangements between year groups and phases are very thorough and students are very well prepared for the next stage of their education.
- The range of subjects on offer to older students, including environmental management and economics, is sufficiently broad. Students are able to select subjects which interest them and equip them with the necessary qualifications for the next stage of education or work.
- Cross-curricular links are well established in some subjects such as English, humanities and art. The STEAM (Science, technology, engineering, art and mathematics) projects enable students to make links between areas of learning and promote independence, research and critical thinking. In FS, cross-curricular links are effectively integrated into the curriculum through thematic approaches.
- The reviews of the curriculum are detailed and rigorous. Staff take into account students’ achievements, their interests, the National Agenda priorities and the moral values of the community. The curriculum is continuously developed to ensure that the academic and personal needs of students are met.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- Curriculum modification is well established and the school works very hard to enhance a broad and balanced curriculum. An important key feature is the way in which the needs of a range of students are highlighted at the start of lesson plans indicating the teachers’ awareness of the needs of their students in class. A small number of students receive specific, individual support from specialist SEND staff.

- There is a wide range of examples of enrichment in the curriculum. Staff are continually finding new ways to make lessons informative and interesting. Many students have the opportunity to make choices in their learning, be imaginative and use their initiative. There is a range of extra-curricular activities available to students. Entrepreneurial and creative skills are developed through numerous extra-curricular activities.
- Students have many opportunities, through classwork, assemblies and out of school activities to learn about Emirati culture and UAE society. There are also examples within the Arabic curriculum where students continue to develop their understanding of local traditions and Emirati heritage. Local celebrations are organised and celebrated such as National Day and Flag Day.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has a rigorous policy in place to promote child protection. All new staff are provided with training on the school's child protection procedures. Only appropriate persons are allowed to access the school campus. These measures are rigorously enforced. The school is highly effective in protecting students from all forms of abuse, including bullying/cyber-bullying and through social media.
- Students are supervised very effectively in the corridors and outside. The school premises are very safe, secure and, in general, provide a hygienic environment for all students and staff. Safety checks are carried out frequently.
- The school's buildings and equipment are maintained to a very high standard. The school investigates all incidents and accidents that occur on the school premises or school transport. The school maintains very detailed records and also documents the follow-up actions taken. All records including immunisation records are securely maintained in a designated area. The school clinic provides excellent care for students and staff.
- The school premises, and particularly the outdoor facilities in the FS and the covered sports areas, provide opportunities for innovative learning. The quality of the school's facilities supports high quality learning which meets the needs of all groups of students. Not all floors of the school buildings are fully accessible for students or others with mobility difficulties, as a lift is not installed.
- The school rigorously promotes a safe and healthy lifestyle. Opportunities to explore healthy living and lifestyles are embedded across the curriculum. These are evident in the students' project work that is displayed in the public areas throughout the school. Healthy food options are provided in the school canteen. Teachers, parents and medical staff collaborate so that students' awareness is heightened to the benefits of a healthy lifestyle.

	Foundation Stage	Primary	Secondary
Care and support	Very good ↑	Good	Good

- The management of student behaviour is well established and effective. Students are polite, courteous and form very good relationships with teachers and other staff. The small number of students with challenging behaviour are managed effectively and receive support as they work and learn to take responsibility for their actions.
- Administrative staff manage attendance and punctuality effectively. The procedures are secure. However, attendance overall is only acceptable over time. Punctual starts to lessons are features indicating that little time is lost at transition points.
- Procedures for identifying students with SEND are well established and effective. They operate as soon as students enter school in FS. Identification procedures are accurate. High attaining students are identified as gifted and talented and teachers develop strategies to enhance their learning but this is not secure.
- The systems to support SEND are effective especially in the learning support room where skilled staff frequently work on a one-to-one basis with students. SEND staff provide support to teachers for working in class. This results, for most students, in accelerated progress. Gifted and talented students are provided with extension activities but provision for them is not as strong as it is for students with SEND.
- The school has very effective systems to monitor the well-being, safeguarding and development of all students. The guidance they receive is very good and there are a number of examples of effective transition work to move to higher education and from one key stage to the next in the school.

Inclusion

Provision and outcomes for students with SEND

Good

- The enthusiastic staff with responsibility for students with SEND are focussed on bringing about the best outcomes for students. The learning support room provides admirable additional provision but leaders do not consistently ensure that this good work is followed up in the classroom.
- Identification of students with SEND is well-established and operates well. The students are identified quickly through a mix of teacher alert, detailed observation and advice from the SEND staff. The very good quality individual education plans (IEPs) highlight the specific need, show modifications made to the curriculum and indicate the provision which should be in place.
- Parents have very positive observations to make about the support their child receive from the school. There are open lines of communication to allow parents to have continuous effective contact so that they can support learning at home.
- Some aspects of curriculum modification are well established. The work in the learning support room is good quality where modification and support is most often on a 1:1 basis. However the school's procedures do not ensure that this good support work permeates the daily lessons and that the teacher is informed of the learning which took place in the withdrawal sessions.

- The progress that students make is more consistent than previously. However, the SEND staff do not fully ensure that they monitor the progress of some vulnerable students as closely as possible by observing them regularly in the classroom.

6. Leadership and management

The effectiveness of leadership

Very good

- Senior leaders, led by the principal, are a highly effective and visionary group. They adhere strictly to statutory regulations and the vision is aligned with the goals of the UAE and the National Agenda. Staff support the senior leadership team to achieve the school's aims. The curriculum is designed to align with the vision and mission of the school. Leaders are successful in creating an environment of high expectations.
- The senior leadership team is very effective. There is unified focus to improve educational outcomes. The school is inclusive, with identification and support of students with SEND being a priority. Continuing professional development encourages staff to share best practice. Senior leaders have initiated "Assessment for Learning" training to help teachers identify students' starting points in lessons.
- Positive and professional relationships are key features of this school. Delegation of responsibilities, coupled with accountability for outcomes, is a basic aspect of leadership. Collegial school improvement planning secures a high level of commitment at all levels. The roles of senior leaders are clearly defined as are their responsibilities. Morale throughout the school is highly positive.
- The school's capacity to improve is demonstrated by the peer evaluation project. The intent, to share best practice, is collegially developed. Subject leaders encourage teachers to examine relevant assessment data before planning lessons. These strategies demonstrate the commitment of staff to improvement targets embraced by all. Subject leaders have taken a stronger role in supporting improvement strategies which are finding their ways into lesson planning and implementation.
- Leaders ensure that all statutory and regulatory requirements are met. There is recognition within the community that the school is the central focus of community and culture. Leaders view inspection as another avenue for school improvement and they embrace the outcomes of the inspection process warmly. The development of an additional school building has been managed effectively with no negative impact upon student outcomes.

School self-evaluation and improvement planning

Very good 

- The process of self-evaluation is robust. Evidence is drawn from a variety of different sources with internal and external assessment data forming the core of the evidence. Enrichment experiences both inside as well as outside of the classroom are carefully considered when making SEF judgments. The conclusions drawn are valid and reliable and can be defended.

- There is careful monitoring of the effectiveness of teaching and learning using data and classroom observations. Middle leaders meet regularly with teachers to help prepare lessons and assessments. Data is examined by senior leaders to identify teachers who have the greatest impact upon the achievement of their students. Teachers are then invited to share their practice with their colleagues.
- School improvement plans are generated in response to the recommendations from previous inspections. These plans are also based upon accurate self-evaluation. Improvement plans are clearly focused upon improved student performance and contain realistic goals and monitoring targets. School improvement strategies are implemented with careful focus and the outcomes of these efforts are closely monitored.
- School leaders react to improvement needs quickly. They successfully prioritise the most urgent and they focus upon a small group of strategies, rather than struggling to manage a greater variety of tasks. They involve stakeholders in the planning and execution of school improvement plans. Analysis of data collected over a 3-year period demonstrates the positive effect of their efforts through clear improvement over time.

Partnerships with parents and the community

Outstanding

- Parents are very supportive of the leadership, especially the principal. Parents are active partners in their children's learning in a number of different ways. School events are crowded with enthusiastic parents. The input of parents is sought when plans are developed that include changes to the status-quo. Parents of students with SEND are full partners in the planning of their children's IEPs.
- The school employs a range of methods to communicate effectively with parents. Flyers, posters, and letters home are the established methods but digital technology is also available. The school is the nucleus of an extended support community and word travels fast in such an intimate environment. Parents are welcomed into school by the senior leadership team at all times and parental concerns are dealt with promptly.
- Parents receive regular reports from the school regarding the attainment and progress of their children. Teachers reach out even more frequently to deliver praise or to register concern. Targets for continued improvement are frequently discussed during these conversations. Commonly, parents are encouraged to play an active educational role by contributing to their children's learning and progress through activities such as homework checking and reading to their children.
- The school and the community benefit greatly from the close relationship between them. Members of the local and international community are very supportive of the school. They help provide additional resources. Their interest in the school enhances the curriculum through their input and participation. The school has established educational partnerships with other schools in Dubai as well as with international schools and organisations.

Governance

Very good ↑

- The governing board includes a range of representatives from the school community, selected for their skills and expertise. The board includes a member with responsibility as an academic advisor. Half of the board are parents of current students. The governing board is well-informed through regular meetings with parents and other stakeholders, including the students. The board meets weekly.
- The governors have a very good understanding of the school's strengths and weaknesses, through regular visits to the school, school 'walk-throughs' and their weekly discussions with the principal. They are knowledgeable about the National Agenda requirements. The board has high expectations and, in turn, they hold the principal and senior leadership accountable to meet those expectations for the school's performance.
- The governors exert a very positive influence on the school's leadership and direction, based on their community's vision and values. Since the previous inspection, they have appointed a new principal and added an additional member of staff with responsibilities for the senior leadership team and project based learning. They manage the finances of the school effectively and continue to ensure that the school meets all statutory requirements.

Management, staffing, facilities and resources

Good

- All aspects of the day-to-day operation of the school run smoothly. Instructional time is maximised through effective timetabling. The overall environment of the school is orderly and suggests that every moment contains a valuable learning opportunity. Necessary information is quickly dispensed and available in a number of different ways. The school's procedures and routines enhance the positive vision that the school holds.
- There is a sufficient number of trained teachers and teaching assistants to align with the mission and vision of the school. Assessment data demonstrate that the staff have been deployed appropriately. Additional teaching assistants have been added in FS as well as to some early primary classrooms and their efforts are helping students make more rapid progress.
- The facilities are fit for purpose. They are not modern and some areas of the buildings are not accessible to people with limited mobility. The facilities support the curriculum adequately. The library and resource areas are also stocked with materials that support the curriculum well. Play areas are equipped for physical exercise and FS play areas contain resources to fascinate young learners.
- Increased investment has been made to provide modern resources including technology to stimulate the engagement of students. Resources are distributed in an effort to service the needs of the greatest number of students. However, there are insufficient opportunities for students to access technology as a research tool and to stimulate their interest in independent learning.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	178
	2015-2016	168
 Teachers	50	
 Students	22	

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

- Overall, parents, who responded to the survey, report that they believe that their children are receiving a good standard of education at Al Ameen Private School. They agree that their children enjoy coming to school and that teachers are highly skilled and truly care about their children.
- They say that their children display good understanding of Islamic values and have good knowledge of the culture and heritage of the UAE. They believe that the school has influenced their children to have a positive impact upon their community and their environmental circumstances.
- The school keeps them well-informed about the progress of their children. They believe their children are safe at school and safe on school transportation.
- They wish for their children to have more opportunities to participate in independent research and for a wider range of choices within the after-school sporting programme and extra-curricular activities.
- Students who responded to the survey report that they are developing sound Islamic values but need more information about Emirati culture and heritage. They believe that their teachers expect them to be well-behaved and they make effort in the classroom to please their teachers.
- They report getting good academic guidance and know that their teachers expect them to do their best. They enjoy school and believe that bullying is well-controlled by staff.
- They report that they would benefit from more extensive teacher commentary regarding the quality of their work. In particular, they request greater teacher assistance to help improve the quality of their work.

- Teachers who responded to the survey feel that there is a good quality of education provided for the students and that the teachers are a primary influence upon it. They believe that they know the strengths and weaknesses of their students well. They report that bullying is well controlled in the school. They believe that actions taken by KHDA have improved the quality of education in Dubai. They believe that their school is well led and accommodates the needs of students with SEND.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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