

# Inspection Report



## Al Ameen Private School 2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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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	P O Box 94550, Dubai
Principal	Sadia Wajid
Language of instruction	English
Inspection dates	24 <sup>th</sup> –27 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	3-16
Grades or year groups	Foundation Stage 1 – Year 11
Number of students on roll	619
Number of children in FS1	50
Number of Emirati students	0
Number of students with SEN	12
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	53
Largest nationality group of teachers	Indian
Number of teacher assistants	7
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	28%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE/CAT/IBT
Accreditation	CIE-UK





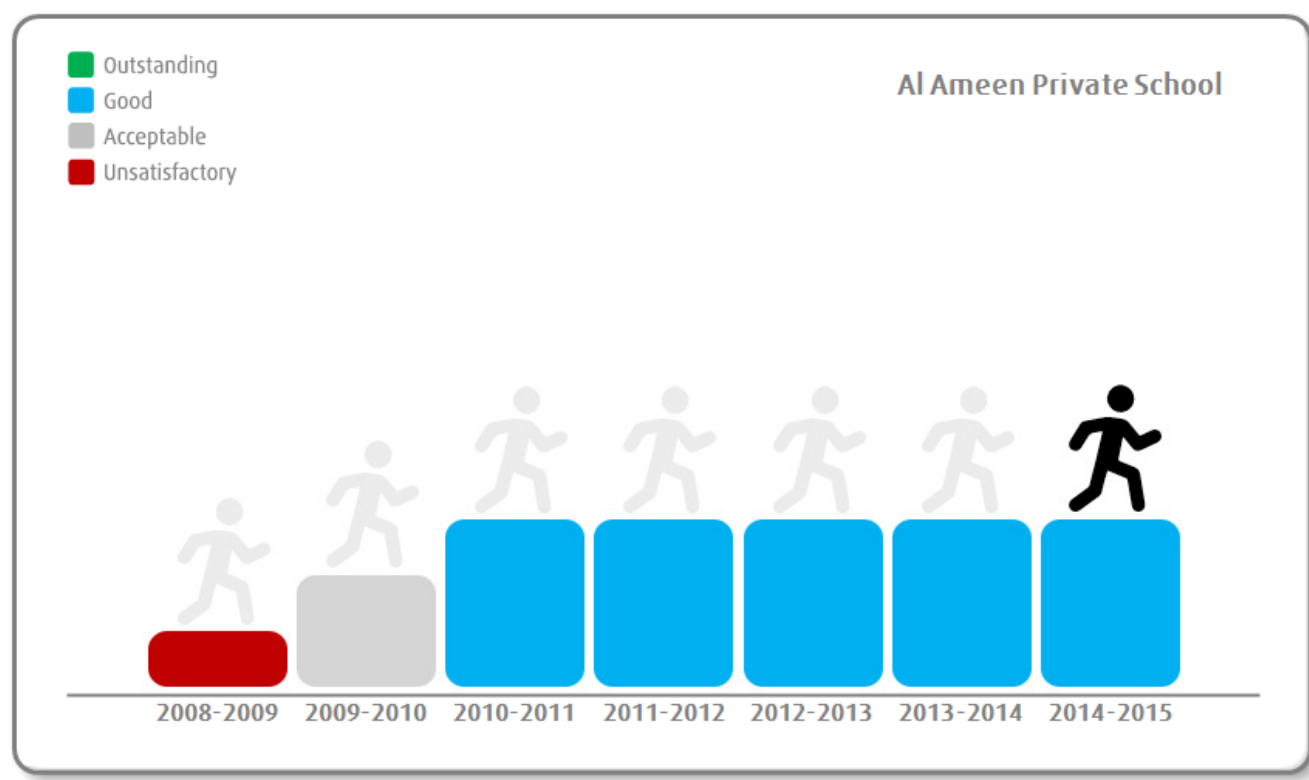




Dear Parents,

Al Ameen Private School was inspected by DSIB from 24<sup>th</sup>–27<sup>th</sup> November 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.



The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- The aspirational leadership of the school leaders and governing board were key aspects in driving positive change in the school.
- The consistently good teaching and outstanding assessment practices across all phases of the school resulted in strong attainment and progress in almost all key subjects.
- Students' attainment in English, mathematics and science in all phases was good with a number of outstanding judgements.
- The school offered outstanding arrangements for ensuring students' health and safety.
- There were outstanding relationships with parents and the community with strong lines of communication.

### **Areas for improvement**

- Improve attainment in Islamic Education in the secondary phase by developing students' enquiry skills
- Improve progress in Arabic as an additional language in the secondary phase, by developing students' speaking and writing skills.
- Develop students' learning skills by fostering greater independence of learning, research and ensure access to appropriate technology.
- Further develop self-evaluation and school improvement planning processes so that there are more accurate reflections of each aspect of the school's work, clear identification of areas for development and the outcomes are measurable.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**



## A closer look at Al Ameen Private School



### How well does the school perform overall?

Overall, Al Ameen Private School provided a **Good** quality of education for its students.

- Improvements in provision for the Foundation Stage and the primary phase had resulted in outstanding attainment in mathematics. Attainment and progress were outstanding in English, mathematics and science in the secondary phase, and mostly good in the other phases.
- The personal and social development of students across all phases of the school were good.
- The majority of teachers planned activities to meet the needs of different groups of student. Comprehensive improvements in assessment practice in the Foundation Stage and the primary phase had ensured outstanding systems were in place giving a picture of the levels of attainment and progress of each student.
- Developing 21<sup>st</sup> century skills was a key focus of the curriculum and the thematic approaches, projects and challenging learning environments provided opportunities for this. The curriculum was planned and frequently modified to meet the needs of all students.
- The provision for students with special educational needs was good, and the protection provided to all students was outstanding.
- The Principal, senior leaders, staff and board were totally committed to sustaining and further improving the school.



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

- The school was inclusive. The special needs coordinator carried out effective observations to evaluate the progress made by students with special educational needs. Students made good progress overall.
- The highly qualified specialist teachers quickly identified the needs of students and put strategies in place to support them both in school and at home.
- Teachers were highly responsive in changing their practice to reflect students' needs, and generally modified the curriculum well.



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

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Acceptable
	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	Acceptable ↓
 English	Attainment	Good	Good	Outstanding
	Progress	Good	Good	Outstanding
 Mathematics	Attainment	Outstanding ↑	Outstanding ↑	Outstanding
	Progress	Good	Good	Outstanding
 Science	Attainment	Good	Good	Outstanding
	Progress	Good	Good	Outstanding
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

↑ Improved from last inspection



↓ Declined from last inspection



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

	Foundation Stage	Primary	Secondary
Personal responsibility	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Community and environmental responsibility	Good	Good	Good

## 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Outstanding 	Outstanding 	Outstanding

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good

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

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





# School **Inspection** Report



## Overall school judgement

Good

## Key strengths


- The Principal's capacity, commitment and drive to further improve the school.
- The outstanding attainment and progress in English, mathematics and the science in the secondary phase.
- The outstanding attainment in mathematics across the school.
- The outstanding assessment practices and provision for health and safety across all phases.
- The outstanding parental involvement and engagement leading to parents being active partners in their children's learning.


## Changes since the last inspection

- In the Foundation Stage, a strongly emerging holistic approach to child development was apparent. Teachers were increasingly providing opportunities for children to develop key knowledge, skills and dispositions across a range of learning areas.
- Attainment in mathematics had improved in the Foundation Stage and the primary phase.
- The school's assessment processes in the Foundation Stage and the primary phase were more systematic with increased international benchmarking, stronger analysis of data and its use to influence teaching and the curriculum.
- The school made science compulsory in Year 9 and students had a wider range of subject choice.

## Recommendations


- In the secondary phase, improve students' attainment and progress in Islamic Education by developing their enquiry skills and in Arabic as an additional language by developing speaking and writing skills.
- Facilitate and nurture 21st century learning skills by improving opportunities for independence of learning, research and greater access to technology.
- Further develop self-evaluation and school improvement planning processes by:
  - ensuring there are accurate reflections of each aspect of the schools work
  - identifying specific areas for development
  - writing key outcomes in measurable terms.

 Improved from last inspection


 Declined from last inspection



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

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	Outstanding 	Good
Science	Good	Good


- Although almost all children spoke English as an additional language, they quickly learned to communicate with one another in English. A strong emphasis on the sounds letters make (phonics) resulted in a good start to reading. By the end of the Foundation Stage, most children could write simple words accurately and could write short sentences in meaningful contexts.
- Children started school with a good grasp of mathematical ideas. They built positively on this secure start, rapidly reaching well above expected levels. Most could count accurately from 1 to 20 and beyond. They could add and subtract single digit numbers by counting on and back. They used everyday language confidently to talk about size, weight and time, when solving problems. Their ability to describe the properties of regular shapes was extremely well developed.
- Children used their senses, simple tools and technology to explore the world they lived in. They could accurately observe similarities and differences as well as patterns and changes in their environments. Most could carry out simple investigations and gather information from a variety of sources, to find out why things happen and why things work. Most could make simple recordings such as drawings of their observations and findings.

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	Outstanding 	Good
Science	Good	Good

- In Islamic Education, most students demonstrated good knowledge and understanding of Islamic concepts, the story of the prophets, such as the story of Prophet Musa (AS). Most were able to link what they learned to their daily life.
- In Arabic as an additional language, the development of language skills, particularly oral had improved. Students engaged in simple conversations. Writing was restricted to copying. Progress in students' ability to write independently or in extended form was slow.



- Students' listening and speaking skills developed rapidly in English. Older primary students expressed personal opinions and answered open questions with fluency and confidence. As students became more confident at speaking in English, their rate of progress accelerated. By Year 6, most were fluent readers. Students' writing skills developed quickly as they progressed through the primary phase. From writing well-structured sentences in Year 3, they progressed to drafting and editing longer pieces in Year 4. By Year 6, most students could write for many purposes, including poems, narrative stories, factual accounts, and critical analysis.
- Students' age-related attainment and progress in mathematics were highest in lower primary. Students' good progress was as a result of the development of their critical thinking and investigative skills, mainly through application and problem-solving activities. A few students, however, had difficulties in explaining the patterns and rules that they discovered through enquiry.
- In the primary phase, students had ample opportunity to develop their scientific knowledge, skills and understanding through practical work and theory. In Year 2, students had accurately observed and measured variations caused by increasing mass. They recorded their results precisely and used appropriate scientific terminology when summarising their findings. In Grade 5, students investigated soluble and insoluble substances, using their skills of measuring volume, filtering solutions and observing and recording effectively. They used prior knowledge to support their conclusions.

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

- In Islamic Education, most students' understanding of Islamic teaching and concepts were in line with expectations. A minority were able to link concepts to the Holy Qur'an and to the sayings of Prophet Mohammed (PBUH). Progress was good, with the majority improving their recitation skills of the Holy Qur'an over time.
- In Arabic as an additional language, most students demonstrated good listening skills when presented with familiar and routine instructions. A significant majority could engage in short conversations about lesson topics. Most could read very short texts, with levels of comprehension progressing slowly. Weaknesses identified included the limited skills shown by most students to produce extended or independent writing or to progress in their speaking skills.
- Students in English were given opportunities to develop their confidence in speaking and listening, through panel discussions. They improved their grammar and vocabulary resulting in clear and accurate writing in a range of styles and contexts. By the end of the secondary phase, almost all students achieved extremely highly in IGCSE English examinations for second language learners.
- In mathematics, students' IGCSE results were maintained at the high levels of recent years, and reflected the outstanding progress students had made over the secondary phase. At the end of Key Stage 3, they developed their critical thinking skills positively. By Year 11, students focused on preparation for examinations with limited opportunity for the development of investigative skills.



- In science, students applied their knowledge and understanding of biology, chemistry and physics to explain phenomena in everyday and abstract contexts. They demonstrated sound knowledge and skills related to scientific enquiry. Most were able to compare, contrast, make inferences and provide descriptive responses combining their prior learning of science concepts, with information from abstract and everyday contexts. They planned and carried out investigations efficiently, tabulated data and used scientific vocabulary when making conclusions. They were proficient when evaluating and supporting an argument. Their external examination results were outstanding.

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Most students were actively engaged in their learning. They knew the important steps to take to improve. While there was evidence of increased responsibility for their own learning, there were too few opportunities across all subjects for independent work.
- Most students especially in the primary phase collaborated well, although in Islamic Education and Arabic as an additional language, there was a strong emphasis on individual work. Across the school most students enjoyed sharing their learning and communicated their learning outcomes well.
- Most students applied their learning very well in real life and in unfamiliar contexts, and often used cross-curricular skills. For example, problem-solving in mathematics was strong and Year 6 students developed their English through journalism.
- Across all phases, students occasionally used critical thinking skills. This was partly due to the limited opportunities for them to reflect on their work. Investigations and enquiry helped a minority of students develop the school's ambitious 21<sup>st</sup> century learning skills.

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

	Foundation Stage	Primary	Secondary
Personal responsibility	Good	Good	Good

- Students across the school had very positive attitudes and actively contributed their ideas during lessons. They were responsive to teachers' immediate feedback and to their detailed marking. When the opportunities arose, they demonstrated initiative and resilience. There was too little scope during lessons to enable most students to make reasoned choices and develop independence.
- Excellent behaviour was the norm in lessons and around the school. Students of different ages played happily together and were extremely courteous to staff, to visitors and to each other.
- Students had exceptional work ethic, and were productive when working individually or in groups. They willingly helped one another during lessons and supported each other at break-times. They were sensitive to the needs of others, helping when necessary, those with physical or visual impairment.
- Students responded well to the many opportunities to learn about healthy living. They demonstrated good awareness of the dangers of smoking and followed the school's advice about keeping fit and healthy. They made wise choices when selecting food from the school canteen and were enthusiastic during physical and sporting activities.
- Students attended school regularly and arrived to lessons on time.



	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Across the school, students exhibited strong understanding of Islamic values. They recognised the relevance and impact of these values on everyday life in Dubai. Most could also describe the relevance to their own lives and experiences.</li> <li>Students had a secure understanding and knowledge of local traditions and cultural heritage. Most recognised the value of these to the people of the United Arab Emirates (UAE).</li> <li>Students acknowledged their own cultures, and were proud of their own heritage. They were less knowledgeable about cultures beyond the UAE.</li> </ul>			



	Foundation Stage	Primary	Secondary
<b>Community and environmental responsibility</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Students were active and responsible members of the school community. They carried out their social responsibilities to good effect. Most could confidently share ideas.</li> <li>The student council was influential. Members readily took the initiative and made reasoned decisions. They were creative and successful in developing their projects.</li> <li>Students demonstrated good awareness of their environmental and community responsibilities. They were involved in charity work and in environmental projects.</li> </ul>			

### 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
<b>Teaching for effective learning</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Teachers had a good grasp of their subjects and in most lessons, their enthusiasm positively affected students. In the Foundation Stage, teachers and teaching assistants had a secure understanding of how young children learn and develop. In the primary and secondary phases, teachers' command of their subjects enabled them to extend and deepen students' knowledge and understanding, and to respond to challenges.</li> <li>In the Foundation Stage, teachers provided a range of topics that engaged the children well and helped them learn about the world around them while building their key skills. In most lessons, there was a developing balance between tasks determined by the teacher and opportunities for children to choose activities for themselves. Imaginative approaches, particularly in the primary phase, enlivened many lessons. Prompts for learning, such as key words and displays of good work, were prominent in almost all classrooms.</li> <li>Across the school, teachers established warm relationships. Lessons generally moved at an appropriate pace and included some active involvement by students. In the most successful lessons, teachers used skillful questioning to challenge students' thinking. Teachers encouraged students to expand, to re-phrase and occasionally to choose a classmate in order to contribute a new idea.</li> </ul>			



- Teachers routinely planned activities to meet the needs of different groups of students. In mathematics and science, for example, work was set at various levels to help ensure that students of different abilities were suitably challenged and made the expected progress.
- The school's focus on developing students' critical thinking skills was beginning to have an impact. Opportunities for students to pursue their own independent lines of enquiry were increasing, particularly in English and Islamic Education; however, this was not consistent across the school. In some lessons, teachers retained total control, leaving little or no time for students to practice, consolidate or extend their own investigations.

	Foundation Stage	Primary	Secondary
Assessment	Outstanding 	Outstanding 	Outstanding

- Students' attainment and progress were assessed extremely well in a variety of ways. During lessons, teachers often used challenging questions to determine levels of understanding. Weekly reviews of students' progress were used to populate the school's meticulous records. Where standardised tests were not available, staff constructed their own, closely aligning them to the appropriate National Curriculum of England standards.
- Teachers used an extensive range of tests to benchmark students' performance to international standards. For example, a test which assessed students' skills in phonics, reading and comprehension provided a secure baseline in Year 1 and a useful check up to Year 9.
- Students' progress during each term and over longer periods was tracked thoroughly, using easily accessible colour-coded formats. Records for every individual in each year group were carefully analysed to identify trends, for example, any gender differences that might emerge. Students who were falling behind were quickly identified and a Raising Attainment Plan (RAP) was devised, with the full involvement of parents.
- Staff used assessment information, when planning lessons, to devise ways to meet the needs of different groups, such as the more able students. They planned challenging work for these students, while at the same time identifying how less students should cover work at a less demanding level. However, this practice was not consistent across the school.
- Teachers demonstrated excellent knowledge of students' individual strengths and weaknesses. Marking and feedback to students were strengths of the school. They provided precise guidance on what students had done well and how they could improve. Students benefited from assessing their own and one another's work. Most teachers were skilled in implementing their plans during lessons, but some were less successful in pitching tasks at the right level of challenge for all students.



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

	Foundation Stage	Primary	Secondary
<b>Curriculum quality</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Developing 21<sup>st</sup> century skills was a key focus of the curriculum. Thematic approaches, projects and challenging learning environments often provided opportunity for this. Breadth and balance of the curriculum had improved, ensuring additional requirements of the English National Curriculum were met.</li> <li>Skills progression planning had improved students' learning. Smooth and effective transitions existed between Key stages, especially from Foundation Stage to Year 1.</li> <li>The extensive enrichment to the curriculum, particularly from the Foundation Stage to Year 9, was a distinctive and a stand-out feature. Included were projects that enriched learning, developed global links and effectively engaged parents.</li> <li>Projects linked groups of subjects to a designated focus area, often in real-life and unfamiliar contexts. Across the curriculum, the detailed and high-quality planning for independent learning, critical thinking and students' use of technology, was not sufficiently implemented.</li> <li>The school had used the Curriculum Development Group to analyse trends in assessment data in reviewing the curriculum. The outcomes included a successful alignment of the new requirements of both the revised English National Curriculum and the UAE National Agenda priorities.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was planned and frequently modified, to meet the needs of students of all abilities. Plans often included interesting and engaging activities. Challenge for the more able and support for the least able and students with special educational needs was not seen consistently in practice, particularly when whole class questioning and activities were the same for all.</li> <li>Students were given a choice of subjects to study for IGCSE, but these did not always satisfy their talents, interests and aspirations fully. Their progress in the key subjects prepared them well for the next stages of their education.</li> <li>Many students took part in a variety of extra-curricular sporting activities; unfortunately, this did not include older students, who were not given the opportunity due to their examination commitments. The LEAP environmental project was initiated by students, who were now growing tomatoes in the school garden and raising money for environmental projects such as the World Wildlife Fund.</li> </ul>			



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

	Foundation Stage	Primary	Secondary
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The provision for the health and safety of students across all phases was outstanding.</li> <li>Care and welfare, including child protection arrangements to ensure health safety and security, the quality of maintenance and record keeping as well as the suitability of premises for all students met very high standards.</li> <li>Students were well informed about the positive features of maintaining a healthy life-style through a broad range of school programmes.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Quality of support</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Teachers knew their students well and were fully aware of their individual needs. Good relationships were evident between all teachers and students. Classrooms were inclusive. Students with special educational needs were well integrated with high levels of peer support. Staff promoted very respectful relationships existed and, as a result, students' behaviour was exemplary.</li> <li>The school maintained accurate records of attendance and punctuality. Staff promptly communicated with parents if their child was absent, to remind them of the potential impact of non-attendance on progress.</li> <li>The highly qualified specialist teachers quickly identified the needs of individual students and put strategies in place including support mechanisms for students in school and at home.</li> <li>The school was highly responsive in changing practices and procedures to reflect the best interests of students' special educational needs.</li> <li>Students knew who to approach for support and guidance. They had access to careers education advice and were confident in asking for help and guidance. Transitioning at the end of Year 11 was effectively and efficiently managed.</li> </ul>			

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

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Good
<ul style="list-style-type: none"> <li>The Principal, senior leaders and the Co-ordinator of special educational needs demonstrated a very strong commitment to providing a high quality of provision to meet the individual needs of students with special educational needs.</li> <li>The school classified the needs of students accurately using appropriate categories. Teachers were highly responsive in changing practices and procedures to reflect students' needs, and modified the curriculum well for the most part. Not all practice, though, was consistent.</li> </ul>	



- The Co-ordinator and Learning Support assistants gave high quality personalised support to help students acquire skills and knowledge to ensure they could access the work appropriately. They adapted lessons effectively so students could learn.
- The school had a very thorough system for informing parents of their child's progress, including personal meetings to share the strategies being used in school, in order for them to continue at home.
- The school tracked and evaluated students' progress rigorously. However, the targets in individual educational plans lacked measurability and therefore outcomes could not inform next steps. The school had the capacity, commitment and drive to improve its provision significantly, due to its committed strong leadership.

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

	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>• The Principal and the senior leadership team were attuned to the learning needs of every student. Together they demonstrated ample capacity to increase positive learning outcomes for students.</li> <li>• Leaders ensured that instructional practice was directed towards achieving educational goals. They observed and evaluated teachers, suggested modifications to improve teaching practice, shaped teachers' professional development, helped solve problems that arose within the classrooms and liaised with the community and parents effectively.</li> <li>• The building of relationships was a clear priority. Communication systems were well defined and well developed. The retention and employment of good teachers, their preparation for their tasks and the support were strengths of the school and highly valued by staff.</li> <li>• Collaborative leadership was evident and was well distributed. The leadership team assumed an increased number of responsibilities as part of the developing accountability system. All exhibited good capacity to devise appropriate strategies to sustain improvement.</li> <li>• Student leadership was a developing feature. Students were invited to be part of the governing board, included as facilitators in lessons and played a key role of the strengthening school council. During extra-curricular opportunities, some were able to interact with students from other schools.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>• Processes for self-evaluation were rigorous, wide ranging and based upon a raft of valid and reliable internal and external assessment data. Included in this process were staff, students, parents and governors.</li> <li>• Data was systematically analysed and benchmarked against a range of external international tests to ensure validity. Leaders regularly monitored and evaluated teaching practice, promoted teachers' professional development and supported a collaborative work culture.</li> <li>• The school set rigorous goals for students' performance, and measured progress against these. Leaders made adjustments to the school's programme to improve performance. They were well aware of the progress students made and instigated timely interventions if students fell behind.</li> <li>• The school monitored and managed change successfully and made progress in addressing most of the recommendations from the previous report.</li> </ul>	



	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>Parents were extremely complimentary about the school's commitment to meeting its educational promise. They actively participated in the life of the school. Most were active partners in their children's learning. Strategies were provided to parents of students with a special educational need to help support and sustain progress. All parents responded to the school's many suggestions for support during homework.</li> <li>There were well-established and effective links to ensure regular communication between school and home. For example, regular newsletters, coffee mornings, electronic communication and blogs. The school had recently initiated a Parents' Association and there was significant parental membership on the governing board which ensured a high level of representation.</li> <li>Parents appreciated the quality of teachers' marking and feedback, particularly the clear next steps in learning for students. Formal reports were regular, detailed and informative.</li> <li>Leaders collaborated with the local community to enhance its provision for students. There was considerable interaction with other schools, including communication and collective learning, which included parents' training sessions.</li> </ul>	
	Overall
Governance	Good
<ul style="list-style-type: none"> <li>The governing board included parents and local community representatives, with some input from staff and students.</li> <li>Governors were well aware their roles and responsibilities with clearly aligned delegation. They had good working knowledge of the day-to-day management of the school, as well as its overall operations. Governors were kept well informed of the many initiatives to improve students' learning outcomes by the Principal through monthly reports. Governors were increasingly monitoring the school's actions, but were not yet holding senior leaders to account for the school's performance and quality.</li> <li>The board shared the school's aspirational aims of achieving an overall outstanding inspection judgement in the near future. Governors had been supportive by ensuring increased resourcing, quality staff and high levels of professional training and support. The board continued to have a positive impact on the overall performance of this improving school.</li> </ul>	






	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>The management of the day-to-day life of the school, including its procedures and routines, was effective and efficient. Staff and students were well aware of the high standards expected of them in all facets of the school's operations.</li> <li>Teaching staff were well qualified, experienced and had secure pedagogical knowledge. There was a strong performance management process in place to ensure all achieved and maintained the expected high standards. This programme was complemented by extensive staff professional development. There was effective deployment of teaching assistants in the Foundation Stage and the primary phase to support the learning needs of students, including those with a special educational need.</li> <li>Classrooms were of suitable size and displayed numerous exemplars of high-quality students' work. Too few displays supported the development of higher order thinking</li> <li>Learning resources were adequate. However, students' research in lessons was hindered by insufficient resources in technology.</li> </ul>	



## What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	201	51%
	Last year	180	42%
 Teachers	44		83%
 Students	32		40%

- Almost half of the parent body, most teachers and a minority of students responded to the survey.
- Of those who responded to the survey they were overwhelmingly supportive of the high quality of education available at the school.
- Parents and students were appreciative of the teaching provided in the key subjects. They felt that teachers were skilled and well qualified, and used a good range of resources and techniques to ensure successful learning by students.
- All parents felt their children were safe and well prepared for their next stage of their education.
- All parents, teachers and students felt that the school was well led, and almost all felt that the school listened to them and acted on their views.
- All felt that the curriculum offered sufficient choice with a broad range of extra-curricular activities.

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



## What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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