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School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1998
Website	www.ipsjumeira.com
Telephone	04-3945111
Address	Jumeira, near Safa Park.
Principal	Nehad Saeed Al Shamsi
Language of instruction	English
Inspection dates	23 rd - 26 th February 2015



Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	2063
Number of children in Pre-K	0
Number of Emirati students	1837
Number of students with SEN	47
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	136
Largest nationality group of teachers	Jordanian
Number of teacher assistants	26
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	22%



Curriculum

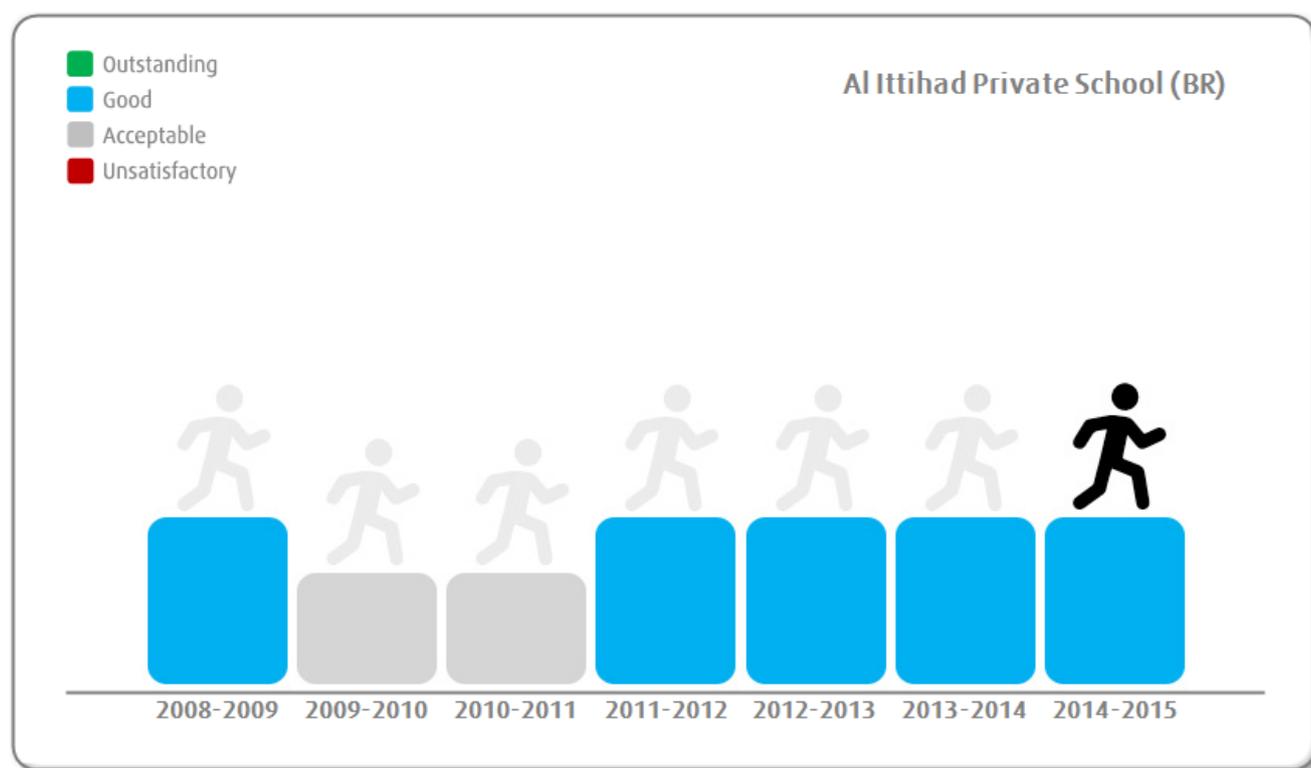
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	SAT, TOEFL, MAP
Accreditation	CIS, NEASC



Dear Parents,

Al Ittihad Private School (BR) was inspected by DSIB from 23rd to 26th February 2015, 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

- Students' attainment and progress in almost all key subjects was good or better.
- Across all school phases, students had good levels of personal responsibility, outstanding awareness of Islamic and Emirati culture and were fully involved in their community.
- The teaching, the development of learning skills and the curriculum were all effective in the Kindergarten phase.
- The care and well-being of all students was outstanding.
- There was outstanding leadership at all levels of the school.

Areas for improvement

- Improve teaching and learning by ensuring identified good practice is shared and embedded throughout the school.
- Improve the quality of assessment in elementary, middle and high school phases by:
 - ensuring the analysis and presentation of data helps teachers identify those students who need additional support or additional challenge
 - supporting teachers to use this data to help plan and deliver lessons that more clearly meet students' learning needs.
- Continue to widen the curricular choices available to students in the middle and high school phases.
- Ensure that all leaders are accountable for providing high quality support and provision for identified special educational needs students.
- Improve the governing board's knowledge of the school to ensure that it is better able to target and support change.

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 Ittihad Private School (BR)



How well does the school perform overall?

Al Ittihad Private School (Branch) provided a **Good** quality of education for its students.

- Students' attainment and progress in almost most key subjects was good. Attainment and progress in science in the elementary phase were acceptable. Most students developed good learning skills. They worked well with others to achieve their goals.
- Students were self-disciplined, responded well to their peers and adults and resolved differences in mature ways. They had an outstanding understanding of Islamic values and the impact of these values on everyday life in Dubai. Students had a good awareness of their responsibilities in the school community and most contributed fully to the life of the school.
- Most teachers had a good subject knowledge and planned lessons well. They employed a variety of teaching strategies to improve students' learning. Their assessment practices were closely linked to the school's curriculum. In-class assessment for learning was strong in the Kindergarten and was improving in other phases.
- The curriculum was focused on the development of knowledge and skills. It provided a range of interesting and imaginative activities that supported students' learning. The school adjusted the curriculum to meet the learning needs of most students, especially in the lower phases.
- The school was a safe, well cared-for facility. Buildings were clean, classrooms were generally spacious, and were designed to promote learning. Punctuality was improving due to new initiatives. The school provided good advice, support and guidance for all students to support their well-being and their personal and emotional development.
- Leadership was effectively shared and all worked collectively towards one common purpose; "raising future leaders who were able to face the challenges of a most competitive global world". Strong systems were in place to support planning for improvement. There was a range of effective methods of communication with all parents. The governing board gave a strong lead in determining the school's purpose but was less effective in holding the school leaders accountable for its performance. There was good day-to-day management of the school.

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



- Progress was judged to be acceptable overall; the school's analysis of data linking students' progress to their identified special educational needs, was under-developed.
- Modifications to the curriculum varied in quality throughout the school. In better lessons, students with special educational needs experienced well-planned, targeted and challenging activities, well supported by adults. However, this was not always the case.
- The school was proud of its 'family' ethos. The special educational needs team provided appropriate support that generally met the needs of students.

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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Outstanding	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable ↓	Good	Good
		KG	Elementary	Middle	High
Learning skills		Good	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Elementary	Middle	High
Personal responsibility	Outstanding	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Community and environmental responsibility	Good	Good	Outstanding 	Outstanding 

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Curriculum quality	Outstanding	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good 

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

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

Overall school judgement

Good

Key strengths

- The good attainment and progress in most key subject areas, across all phases.
- The high levels of personal and social growth of most students and their willing involvement in the community across all phases.
- The effective teaching, the development of strong learning skills and the high quality curriculum, especially in Kindergarten, that supported student learning.
- The school's outstanding attention to the care and well-being of all students.
- The outstanding leadership at all levels, well led by the Director.

Changes since the last inspection

- Students' understanding of Islamic values, Emirati heritage and culture and their knowledge of other cultures in Dubai and across the world, had improved to outstanding.
- Students' involvement in the community and their awareness of environmental matters in the middle and high school phases had improved to outstanding.
- The school's support and guidance for high school students has improved to a good level.
- The progress of students in elementary science declined to acceptable.
- Governance, was judged to be acceptable.

Recommendations

- Build on identified best practice in teaching and learning to ensure students' learning experiences are consistently of the highest quality across phases and in all subjects.
- Continue to improve the quality of assessment in elementary, middle and high school phases by better:
 - analysing and presenting data which helps teachers identify individual and group learning strengths and areas for development.
 - defining strategic learning interventions to improve student learning.
- Improve the curriculum design, specifically the breadth of choices for older students, when aligning the school's curriculum to a specific US state set of standards.
- Improve the provision of support for students with special educational needs.
- Improve the governing board's knowledge of the school, to ensure better improvement targeting, stronger support for change and stronger accountability measures.

 Improved from last inspection

 Declined from last inspection

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

KG

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	Outstanding
Mathematics	Good	Good
Science	Good	Good

- The majority of children attained levels of spoken English language and literacy that were above expectations for young second language learners. Their vocabulary was developing well; they expressed themselves clearly and effectively in lessons and during assembly presentations. Their phonics skills were good. Older children wrote simple sentences.
- Almost all children had developed a secure knowledge of basic mathematical concepts; a majority were making better than expected progress in developing their mathematical skills. Older children could count objects up to at least 20. They were beginning to add and subtract two single-digit numbers and sort and describe objects by shape, colour and size.
- In science, a majority of children had developed a strong age-appropriate understanding of their world through investigations and practical problem solving. Younger students learned about plants and their requirements. Older children investigated the properties of magnetism; they accurately recorded and reported their findings. They made good progress in knowledge and enquiry skills.

Elementary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable 

- In Islamic Education, most students could recite a number of short Surahs. They demonstrated a clear understanding of the Islamic morals and manners they studied. The majority of students developed their understanding of key Islamic concepts and Seerah. They could explain key aspects in the Prophet's life (PBUH), and his companions' lives. Recitation and memorisation of the Holy Qur'an and applying Tajweed rules were improving at an expected rate.

- The majority of students studying Arabic as a first language showed good understanding of what they read. They used standard Arabic confidently to express their ideas and explain their points of view. Students wrote for different purposes, but the development of writing was slower than their development in speaking, listening or reading.
- In Arabic as an additional language, students had good listening and responding skills. The majority could recognise a good range of familiar words. Most students were able to take part in conversations and the majority were able to read aloud words and pronounce Arabic script with few mistakes. Reading comprehension skills were good. Writing skills were developing at a slower rate; most were limited to copying familiar words or phrases.
- For most students, speaking and listening skills in English were stronger than reading and writing. By the end of this phase, most students were applying acquired grammatical features and writing extensively, with increasingly imaginative vocabularies; their spelling and punctuation were secure. Most made progress with the development of their reading skills, particularly independent reading. However, predictive and inferential skills were still weaker for most students in this phase.
- A majority of students demonstrated good progress in the acquisition of mathematical skills, knowledge and understanding of number, particularly in the early grades. In the higher elementary grades, a majority of students developed their skills with multiplication, division, fractions and decimals above curriculum expectations.
- Most students developed an extensive scientific vocabulary, although a few did not understand the concepts behind the words. Almost all students were developing their enquiry skills through scientific investigations. However, their skills of devising their own investigations, selecting their own resources, deciding on a method and choosing their own way to record their findings, were limited.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students demonstrated a good understanding of the Islamic social manners in the prescribed Surrah. They were able to provide appropriate examples of how to apply what they were learning in class to real life situations. Students' skills in reciting and memorising the Holy Qur'an were improving at the expected rate.
- The majority of students learning Arabic as their first language showed good reading comprehension levels. They could talk fluently, for example, about the famous sailor Ahmed bin Majid. Students wrote for different purposes; independent writing was evident in class. The progress of boys in the middle and high school phases was slower than girls; the sequence and structure of their sentences were not as accurate.

- In Arabic as an additional language, the majority of students were able to listen and respond well to familiar sentences. They were able to have effective conversation about their daily lives. The reading of unfamiliar sentences was challenging for a minority of students. Their writing skills were developing slowly.
- In English, a majority of students could read aloud with confidence and were able to obtain information from text and other sources; they could identify key ideas when summarising. However, weaknesses in vocabulary and reading comprehension slowed the progress of a minority. Most could develop their ideas through discussion with other students. Their ability to draw upon and write about evidence from literary and informational texts was developing. However, extended, creative and narrative writing skills, especially for boys, were less well developed.
- The majority of students showed good progress with algebraic operations with rational numbers. They could solve problems using two and three dimensional geometric shapes. They were beginning to apply their knowledge, skills and understanding to more complex problems.
- Most students had a good knowledge of human form and function. Most understood the functions of the skeleton and a range of body systems. During practical investigations, more able students could clearly explain their predictions. Most could competently create graphs from the data gathered, and explain their outcomes.

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

- In Islamic Education, the majority of students were able to develop strong links between what they learned in lessons and their own lives. They demonstrated a confident understanding of the contexts of revelation of the prescribed verses of the Holy Qur'an. They were able to support their own views by linking their knowledge and understanding to the Holy Qur'an and Sunnah.
- The majority of students of Arabic as a first language, shared their thoughts fluently when presenting ideas to their peers. However, a minority of students struggled to use standard Arabic in their speaking. The majority could read with understanding and could write for different purposes. However, the application of grammar was slower for a minority of boys.
- In English, the majority of students developed their linguistic skills appropriately in readiness for college or future careers. By grade twelve, most had an emerging proficiency when reading complex informational text independently. They read purposefully and refined their knowledge through writing and speaking. The writing of most was reasoned and persuasive. Skills of drafting and editing were developing; extended writing skills, particularly for boys, were underdeveloped. Speaking and listening skills were sufficiently well developed to enable confident participation in discussions.

- By grade 9, a majority of students were developing the ability to clearly express mathematical concepts in algebra and geometry; they could apply formulas to real life problems. Older students were able to apply advanced reasoning and statistical analyses to problem solving.
- In science, most students grasped new, challenging, scientific concepts quickly; a few needed, and received, extra support to do so. Most presented their findings to other class members clearly, and the more able students competently linked their learning to the real world.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Students' engagement in their learning was a strong feature across all phases of the school. When given the opportunity, students were keen to take on responsibility for their own learning, particularly in Arabic; this was not so well-developed in Islamic studies. In Kindergarten, children were often independent learners, finding things out for themselves in meaningful ways.
- Most students collaborated well and supported one another in their learning. In science lessons, they helped one another to understand new concepts. Most took the opportunity to discuss ideas with a partner or a group, cooperating effectively to achieve a common goal.
- The application of learning to the real world was an emerging feature in English, while in learning technology and Arabic, students applied their learning to real life situations and made connections with other learning.
- Students discovering things for themselves was a developing feature. The use of technology had improved in both boys and girls sections. However, its use was limited to displays used by the teachers. Older children in the Kindergarten made good use of the interactive whiteboards.

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

	KG	Elementary	Middle	High
Personal responsibility	Outstanding	Good	Good	Good

- Students demonstrated good attitudes to school and to their learning. They were proactive and able to give and receive critical feedback. They were engaged and involved during their school day. Children in the Kindergarten phase exhibited high levels of responsibility for their age.
- Students were self-disciplined, responded well to their peers and adults, and resolved difficulties in mature ways. This was strongest in the girls' section. Almost all students were making very good progress in developing self-confidence.
- Students enjoyed positive relationships with staff. They reported that they felt safe, valued and supported. Students were sensitive to others and actively supported those who had special educational needs.
- Students had a strong commitment to a healthy lifestyle. They enjoyed the schools sporting activities and made healthy food choices.
- Attendance and punctuality, had improved and most students arrived in good time for their lessons.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students in all phases had an excellent understanding of Islamic values and its impact on everyday life in Dubai. Students applied what they learned and showed care and sympathy for others around them. They shared in world-wide concerns. They participated regularly in international relief events, such as the Tarahamo campaign to aid one million refugees. Emirati traditions and cultural heritage were appreciated, well known and understood by all students. National events, such as Flag Day and National Day, were enthusiastically celebrated. Students were proud of their own culture and were knowledgeable about the variety and range of cultures to be found in Dubai. They expanded their awareness of other cultures through exchange visits with international schools, overseas trips, and other social events. 				

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Students were aware of their responsibilities in the school community and contributed to the life of the school. They understood their roles as citizens and responded willingly to whatever opportunities were provided. They showed respect and consideration for the needs of others. Students had a positive work ethic; in middle and high school, students participated in well planned projects such as "Think Science". Nearly all students had a good understanding of environmental sustainability and major environmental issues. They participated in projects and activities that support conservation such as "Think Green", "Smoking Hazards" and "A Grain of Sand". 				

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none"> Most teachers had good subject knowledge and most understood how students learned best; they were adept at making learning meaningful for students. A secure understanding of how young children learned was a feature of teaching in the Kindergarten. Lessons were generally well planned, followed the schools format and were aimed at providing learning tasks that motivated and engaged students' interests. However, not all lessons, particularly in the boys' section, achieved this. Whilst a majority of lessons provided students with a suitable learning opportunities, identified and planned activities to meet the needs of all individuals, were not always implemented. 				

- Good quality relationships between teachers and students was a feature of most lessons across all phases. Teachers questioning was variable. Better examples of probing, challenging questioning promoted interest and curiosity, allowing students to discover solutions for themselves. However, in more than a few lessons, insufficient use was made of questioning to challenge and extend students' thinking.
- A variety of teaching strategies were used successfully to improve learning. They were meaningful and relevant, with strong examples observed in English, economics and in practical science lessons. Most teachers set high expectations for student progress and behaviour in lessons.
- Students' ability to reflect, reason independently and think critically was a developing feature of the school. In a growing number of ICT, economics, English, mathematics and science lessons, critical thinking was promoted. Students, particularly in the elementary phase, were expected to take responsibility for their learning and be effective, independent learners.
- The quality of teaching in Arabic as a first language, was good. A variety of teaching strategies were used and teachers were beginning to plan for students to develop their higher order thinking skills.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- The school's assessment practices were closely aligned to its curriculum. They were very organised, well established and provided clear measures of a growing number of key aspects of students' academic development.
- The school was in the early stages of using the results of international benchmark tests to help it inform its curriculum, and provide support or extension for those who struggled or who required additional challenge. Students' levels of attainment and progress in comparison to international standards remained unclear. Strong examples of assessment practice were seen in Arabic as a first language where there was close alignment to the UAE national standards.
- The tracking of students' progress during each term and over longer periods was thorough. Records for every individual in each year group were beginning to be analysed to identify trends, for example, in gender differences. The school had developed its practice of assessing, recording and reporting on students' skill levels in the core subjects. Easily accessible colour-coded formats supported teachers in quickly identifying those who were falling behind. However, immediate access to the analysed data by teachers was problematic.
- In Kindergarten, children's progress was formally assessed on a monthly basis. This information was used to influence lesson planning and consequently, learning activities were matched to the needs of children. Teachers in the other phases, were beginning to use assessment information, when planning lessons. Some were devising ways to meet the needs of different groups through questioning which increased in challenge.
- In-class assessment for learning was improving. Most teachers had an increasingly accurate view of their students' strengths and areas for development. Most students had clear views of the general and specific learning objectives of a lesson or unit of work. In a number of classes, students benefited from reflecting upon their own progress at significant points and assessing themselves against individual targets, using rubrics and other tools. However, teachers' marking was variable. A few better examples provided guidance on what students had done well and how they could improve, but this remained inconsistent across the school.

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

	KG	Elementary	Middle	High
Curriculum quality	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> The curriculum, which was generally aligned to the US Common Core standards and the UAE MoE curriculum, had a clear rationale and was broad and balanced. It was age-appropriate and focused on the development of both knowledge and skills. The integrated, thematic Kindergarten curriculum was imaginative and well planned to meet the learning needs of young children. The curriculum ensured continuity and progression across subjects. The school had improved the alignment of the mathematics curriculum to the US Common Core standards. The curriculum prepared students well for their next steps in their education. The curriculum often provided a range of interesting and imaginative activities that supported learning. Included were the teaching of robotics, web design and the integration of science, technology, engineering and mathematics in the STEM project. Well planned, cross-curricular links enhanced learning in most subjects. However, the curriculum provided limited opportunities for independent research or the use of technology as an integral part of daily learning. The curriculum was reviewed frequently and formally modified annually to ensure good provision. The curriculum for Arabic as a first language followed and fulfilled the Ministry of Education standards and requirements and was regularly reviewed so that students were provided with additional reading and writing opportunities. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Good	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> The school modified and adapted the curriculum well in kindergarten and elementary phases. Planning was focused on the principles of the US curriculum and priority was given to meeting the needs of different groups of students. There were limited opportunities for students in the middle and high school phases to choose to study subjects that fully developed their talents and interests. There were some elective choices for students in grades eleven and twelve, but this did not extend to other grades. A wide array of after-school activities enhanced the academic and personal development of students in the Kindergarten and elementary phases. Links with the community were strong in all phases and impacted positively on students' academic and personal development. All Arab children in the Kindergarten received daily lessons of Arabic as a first language. Arabic was also used as the language of instruction for Islamic Education in this phase. 				

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

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Provisions for the health and safety for all students was exemplary. A strong child protection policy and clear procedures for reporting concerns were integral parts of staff training and school policy. Security staff effectively regulated access to the campus, directed the flow of traffic, and controlled pedestrian walkways. A number of security cameras had been installed throughout the facilities. The school placed a high priority on bus safety. All transport personnel were well trained and followed rigorous procedures. Buildings and playgrounds were well-maintained and in good repair. There were excellent systems for reporting and repairing damaged equipment. Emergency drills were conducted periodically, resulting in the timely, safe exit of all students. The facilities supported a conducive learning environment. However, not all learning areas were easily accessible to students with mobility problems. The canteen offered a variety of healthy choices, overseen by the school medical staff. Healthy living and personal hygiene were promoted through classroom visits from the school nurses and outside agencies. 				

	KG	Elementary	Middle	High
Quality of support	Good	Good	Good	Good 
<ul style="list-style-type: none"> Members of staff enjoyed good relationships with students and this contributed greatly to the ethos of care, support and well-being. Behaviour was well-managed and almost all students lived up to the school's expectations. Students' attendance was well managed. The school had raised expectations and introduced effective actions to improve punctuality, including introduction of the popular early morning 'quizzes'. The school celebrated its inclusive nature and admitted students with a range of special educational needs. Well-established and transparent procedures were effective in identifying needs. The school worked closely with external agencies, as and when necessary. Students with special educational needs had centrally-held individual education plans. Parents were highly involved and appreciated the school's support for their child and themselves. The school provided effective pastoral support for students with special educational needs. This was particularly evident in the improvements in their behaviour, attitudes and self-esteem; academic progress in lessons was more variable. Teachers' effectiveness in modifying the curriculum and providing good support for these students was inconsistent. The head of special educational needs and the specialist team were providing limited but effective training for teachers. However, the impact of the training on classroom practice was not yet consistently good throughout the school. The school provided good advice, support and guidance for all students to ensure their well-being and personal and emotional development. A programme of work experience and effective guidance in the high school phase helped students plan their future paths of education as well as increasing students' confidence for the world of work. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> The school's leadership was committed to improving the quality of provision for students with special educational needs, as reflected in the school's policy statements, the admissions procedures and overall ethos. However, clear lines of accountability for monitoring and evaluating the performance of teachers were not yet in place. The school made good use of the available indicators, teachers' referral documentation, and assessment materials to enhance its identification processes. The identification procedures were well-understood by most of the school community. Curriculum modifications were not consistently evident in teachers' lesson planning. In the more successful lessons, the learning objectives were modified for the same activity and the level of personal support from adults was increased. Parents felt their relationship with the staff reflected the school's family values. The school's partnership with parents was very strong and resulted in a cooperative approach to supporting the students and assisting their progress. This was not necessarily academic support but frequently resulted in significant progress in behaviour, attitude and self-esteem, particularly with older students. Progress data for students with special educational needs was not adequately linked to their individual education plans' targets and identified needs. Personal, social and behavioural progress of students with complex needs was good and parents commented positively on this. 	

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

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> All leaders were focused on improving the school. They strongly supported the school vision. They aimed to raise future leaders who were proud of their heritage and legacy and were able to face the challenges of a competitive global world. There was strong distributed leadership with highly effective delegation of duties to senior and middle leaders. Roles and responsibility were clear and lines of accountability were well-defined. The emphasis was on improvement through mutual support and the development of a professional learning community. Relationships were professional and collegiate, resulting in the effective retention and professional growth of staff. All leaders knew what the school priorities were and understood their part in them. Leaders were clear about the challenges the school faced and extended or adapted initiatives following evaluation of the benefits to student progress. 	

- Academic progress was strong in the school and leaders had been successful with their plans for school improvement.

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Systematic self-evaluation processes were in place. However, internal school review currently only involved teachers. School priorities were accurately identified, as a result of advice from external evaluations and inspection. • School leaders made extensive use of the abundant data. They investigated trends in gender and skill data and consistency across grades. Formal systems for monitoring the quality of teaching were detailed but generic. They were not linked to the school’s current priorities. • There was regular monitoring of the well-written improvement plans. However, evaluation of the plans success was hindered by an absence of measureable student progress targets. Through the regular monitoring of teachers as part of the school’s appraisal process, a detailed teacher training plan was devised. • The school had had made progress with the recommendations from the previous inspection report. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Some productive links existed with parents. The Mothers’ Council met twice a year to discuss current school issues with the Director. Parents frequently visited school events such as the class assemblies. • The schools web site provided an effective method of communication between school and home. Parents were informed of forthcoming learning events and teachers were accessible and proactive. • Revised student reports included teacher evaluations of key skills that had been taught; parents were better able to understand how their children had progressed and could improve. The reports of students contained grades and average point scores. However, they lacked written feedback on aspects of students’ personal and social growth. • Community links were strong. Parents reported many opportunities for students to develop as responsible and caring individuals. Out of school visits to support studies, social projects, joining with other schools in events and raising funding for those less fortunate than themselves, were embedded into the schools programme. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> • Governance had limited community representation; a Mothers' Council supported the Director with suggestions for school improvement. Governors attended important school events and they received comments from parents. • Meetings between the governing body and the school were few and reporting to the governing body was very limited. The head of the executive committee, who was also the school's Director, served as a link between the school and the Board. However, constraints of time restricted effectiveness. The governing body had an insecure knowledge of the school and its operational effectiveness. They could not provide a cohesive and long term strategic plan. • The board directed the school's vision and supported its resourcing. However, it did not provide the 'critical friend' support needed for the school to achieve its ambitious National Agenda goals. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Day to day management of the school's life was good. Routines were well-established, effective and thorough. • There were sufficient staff and they were effectively deployed. There was a healthy balance between new and experienced teachers. The school promoted leaders from within and trained university graduates to become proficient teachers. • The school's accommodation served its students well; specialist areas supported learning in the arts and sciences. However, there was restricted access to some areas of the school for students who had mobility issues. Some classrooms for the teaching of Arabic were cramped. • Resources were sufficient in for the delivery of the school's curriculum, particularly for children in the Kindergarten. The libraries were well-equipped to support independent study. 	

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	353	33%
	Last year	272	29%
 Teachers	140		90%
 Students	279		93%

- A minority of parents, but most teachers and students completed their surveys this year.
- Most parents and students, and nearly all teachers, agreed that the school provided a good quality of the education to its students.
- Most parents agreed that the school offered good teaching, leading students to acquire good learning skills.
- Most parents agreed that their children's progress in the key subjects was good.
- Most of the school community were satisfied with safety at the school, including the cyber safety programme, and safety on the school buses.
- Almost all teachers and most parents agreed that the school dealt well with bullying; a majority of students agreed.
- Almost all parents and teachers agreed that the school was well-led; most agreed that the school listened to their concerns and suggestions.
- Most parents and teachers agreed that students enjoyed life at the school; most student agreed that they were well looked after.

*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