

GOOD





























INSPECTION REPORT

US/MOE CURRICULUM

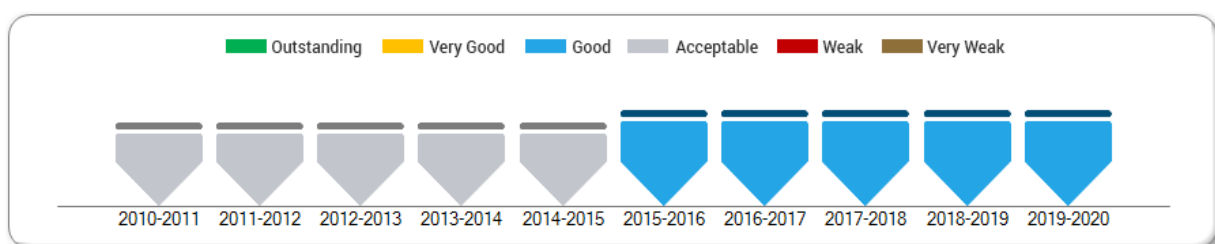
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>8</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>Views of parents and students.....</i>	<i>21</i>

School Information

General Information	 Location	Al Barsha
	 Opening year of School	1998
	 Website	www.almawakeb.sch.ae
	 Telephone	+97143478288
	 Principal	Moussa Chahbaz
	 Principal - Date appointed	8/1/2017
	 Language of Instruction	English
	 Inspection Dates	27 to 30 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	3156
	 Number of Emirati students	666
	 Number of students of determination	106
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	189
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	8
	 Teacher-student ratio	1:17
	 Number of guidance counsellors	1
	 Teacher turnover	22%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/MOE
	 External Tests and Examinations	SAT/AP
	 Accreditation	NEASC (New England Association of Schools and Colleges)
	 National Agenda Benchmark Tests	MAP (Measures of Academic Progress)

School Journey for AL MAWAKEB SCHOOL - AL BARSHA



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students Outcomes	<ul style="list-style-type: none"> Achievement is good in the Kindergarten (KG), with very good progress in mathematics. In Islamic education, Arabic as a first language, English, mathematics and science, achievement is generally good. Rapid progress is made in science in the middle school and English in the high school. Achievement in science in the high school is very good. Progress in Arabic as an additional language is good, although attainment is acceptable in the middle and high schools. The quality of learning skills is strongest in KG and the high school. Students across the school have positive attitudes towards learning and are mostly self-reliant. Not all students are punctual at the start of the day. Students' appreciation of Islamic values is exemplary in the high school. In other phases, students understanding of Islamic values is strong. Activities promoting social responsibility are developing in the middle and high schools. Innovation and entrepreneurship skills are underdeveloped in KG and the elementary school.
Provision for learners	<ul style="list-style-type: none"> High school teachers display the strongest subject knowledge and competency. Assessments are aligned to curriculum standards. However, the rigor and accuracy of internal assessment and the quality of teachers' feedback to students on their work is not consistent, especially at the elementary phase. The balanced curriculum provides varied learning experiences and is successful in motivating and promoting students' active engagement. A range of electives and Advanced Placement (AP) courses offer older students' opportunities to explore their interests. The matching of work to students' needs is inconsistent and of varying quality. Social studies, Arabic and Islamic education, foster a deep understanding and appreciation of UAE society and Emirati culture. The school has very effective procedures for the safeguarding of students. Staff-student relationships are respectful and mainly positive. Comprehensive policies reflect the school's inclusive approach to care and support. Processes to identify students of determination and those who are gifted or talented are well-developed. All students have access to a school-wide pastoral care system.
Leadership and management	<ul style="list-style-type: none"> While leaders display strong professional competence, the allocated leadership responsibilities are not sufficiently purposeful. Self-evaluation provides a range of information, however, there is an over-reliance on the use of internal assessment information. Parents are welcomed and appreciate the inclusive ethos. Involving parents as key stakeholders in governance remains an issue. Most aspects of the day-to-day management of the school are well structured. Departure arrangements for parents and children are not rigorous enough.

The Best Features of The School:

- The inclusive ethos and good support for students of determination
- The courtesy of students and their understanding of Islamic values
- The very good progress and attainment in Islamic education in the elementary school
- The very good progress in high school English and science
- The safe and secure physical environment and arrangements for child protection








Key Recommendations:

- Ensure that the governing board includes representatives from the school community, including parents, and seeks their views as part of the decision-making process.
- Review the school's model of shared leadership, to ensure that leaders in all phases are directly responsible and held accountable for the quality and effectiveness of provision and achievement of students.
- Implement more rigorous and systematic self-evaluation arrangements, which are underpinned by reliable and valid internal assessment measures, and ensure that:
 - the quality of provision, especially in the elementary school, is urgently prioritized and monitored more effectively so as to improve students' outcomes,
 - school improvement plans are clear and consistent and contain planned actions to fully develop the potential of all students
 - the arrangements for evaluating teaching and learning in all phases contain more realistic and appropriate goals which result in improved outcomes for all students in all subjects
 - self-evaluation measures include the impact of leaders' actions on students' outcomes at each phase.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Very good	Good	Good
	Progress	Not applicable	Very 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	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Very good ↑	Very good
 UAE Social Studies	Attainment	Good			

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good ↑
Assessment	Good ↑	Acceptable	Good	Good

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP) , which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter

School's progression in international assessments

meets expectations

- Performance in consecutive cycles of NAP tests show that standards in English, mathematics and science are below international expectations, but results are improving over time. Results are moving closer towards meeting international standards. In almost all grades, students' results, in relation to their potential, is significantly higher than projected. Across the full range of international assessments, results fluctuate, although the trend overall shows sustained improvement.

Impact of leadership

meets expectations

- Leaders ensure compliance to the NAP testing requirements. Results are carefully analysed. The National Agenda action plan is detailed. Plans to improve results across a range of international assessments have been systematically executed. Information relating to students' potential is captured for most students but remains under-utilized in the classroom.

Impact of learning

meets expectations

- Most students connect their learning to real-life and this enhances their conceptual understanding. Investigations and problem-solving successfully promote critical thinking. Teachers do not always match learning to the needs of different groups. The wealth of available information about students potential and preferred learning styles is not always considered.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Ensure all teachers access and make use of, accurate information about students' potential and preferred learning styles in their day-to-day teaching.
- Set priorities for teachers to plan and monitor appropriately challenging work, that is matched to students' differing levels of ability.

Moral Education

- Moral education is taught in English as a stand-alone subject in Grades 1 to 12. Ensuring that what is to be taught and learned meets requirements, and the school’s vision, allows students to experience a wide range of topics through relevant activities and discussions.
- The weekly moral education lessons are taught by teachers who know their students well. A range of resources effectively adds to the content of the textbooks. Lessons are well-planned and feature critical thinking, challenge and connections to personal experiences. Integration across other subjects is evident.
- Assessments are linked appropriately to the curriculum standards. However, the information is not always used to ensure that work is matched to the needs of all groups of students. Although parents are informed of their children’s progress, their views on the content of the social studies curriculum are not sought.

The school’s implementation of the moral education program is meeting expectations.

For development:

- Involve parents through surveys to gather valuable feedback on the effectiveness of the moral education program.

Reading Across the Curriculum

- Internal assessment information shows progress in students’ reading in English and Arabic. While the quality of literacy planning in these subjects is secure, it is not in other subjects.
- Teaching strategies, including well-developed research skills in the high school, ensure that students are fully engaged with and exposed to, challenging vocabulary.
- The role of the school library is limited and lacks a strategic policy to promote and support a culture of reading. Teachers do not engage sufficiently with their students in this valuable resource.
- Leaders are mindful of the importance of reading across the curriculum, however, a school-wide literacy plan has yet to be developed.

The school’s provision, leading to raised outcomes in reading across the curriculum is emerging

For development:

- Implement a strategy to support the development of reading in all subjects and all phases.
- Plan and promote a culture of reading for pleasure and purpose and involve students more regularly in library visits.

Innovation

- Students are benefitting from the use of technology to access online learning and assessment platforms. Science programs offer most opportunities for students.
- Students have a good work ethic, but rarely initiate innovative ideas. Through a variety of school events, students display adequate enterprise and entrepreneurial skills.
- Teachers actively encourage independent thinking and analyses of information sources. In science, students are not sufficiently enabled to hypothesize and create their own methods.
- Subject electives and activities outside normal lessons feature some opportunities for students to engage in creativity, to think critically and to apply the skills of innovation.
- An innovative research centre supports the application of students' skills. They analyse and interpret studies of civilization, and research historical and modern narratives.

The school's promotion of a culture of innovation is developing

For development:

- Provide opportunities for all students to develop the skills of innovation in lessons across all subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good	Good	Good
Progress	Not applicable	Very good ↑	Good	Good

- In elementary, students' attainment is well above curriculum expectations. However, in lower elementary, attainment is closer to expectations. In middle school, students demonstrate good achievement compared to required expectations. In high school, the majority of students are exceeding expectations.
- Elementary students show excellent knowledge of general Islamic teaching, that goes beyond the five pillars of Islam. In middle and high school, the majority of students show good understanding of general Islamic teaching but lack Tajweed skills and memorization of the Holy Qur'an.
- Since the last inspection, the Islamic department has improved staffing and there is a sharper focus on students' memorization and Tajweed skills. The initiative is at an early stage and has not impacted on students' outcomes.

For development:

- Ensure all teachers have high expectations and engage in comprehensive planning to raise students' progress and attainment in middle and high school.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In most grades, students have a wide range of vocabulary which enables them to respond confidently both orally and in writing. Upper elementary and lower middle school students are able to analyse elements of short stories.
- Although students' listening skills are very strong across most grades, students in the lower middle school lack fluency in using standard Arabic. Students' ability to understand and respond orally to a wide range of writing is well-developed. However, their written responses are not of the same quality.
- Teachers use of stimulating approaches and questioning that promotes critical thinking, enables a majority of students in the high school to critically analyse text and evaluate the quality of evidence. However, this is not consistent across all grades.

For development:

- Ensure there is greater challenge, higher expectations, and better outcomes for all students in their oral and written work.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Students' language skills in middle and high are broadly in line with expectations for years of studying the language. In elementary, the majority of students make better progress from their starting points. However, inflated internal assessments do not accurately reflect students' actual levels.
- Students' reading and comprehension skills are a strength across all phases. Students demonstrate well-developed writing skills when responding to text and when writing about a familiar topic. Students do not have enough opportunities for independent creative writing in the middle and high schools.
- Using more challenging text has resulted in improving students' comprehension in all phases. However, in the middle and high schools, students' speaking skills in applying new language to real-life situations remains underdeveloped..

For development:

- Ensure that in the middle and high schools, all students' language skills, particularly their speaking and independent writing skills, are consistently developed.

English

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Very good

- Targeted programs in KG and elementary enhance children's language skills. In the middle school, well developed enquiry and critical thinking skills support comprehension and literary analysis. By the high school, students are well prepared to meet the rigorous requirements of AP courses.
- Most students in the high school make very good progress and attain standards that exceed international expectations. In elementary and middle, progress is not as strong because expectations are not always high enough.
- Research skills are constrained in most grades because students have very limited access to technology. At home, students utilize online reading programs that provide useful support for the development of comprehension skills.

For development:

- Provide more opportunities for students to use technology to support learning in all subjects and phases.

Mathematics


	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Very good	Good	Good	Good

- In elementary, middle, and high school, students achieve well in internal assessments that should meet the curriculum requirements. However, these outcomes are not reflected by students' achievements in rigorous external benchmark examinations. Infrequent internal assessments may account for the difference between internal external assessments. Small numbers of high school students study AP calculus.
- The progress of most students over time, including students of determination, is broadly similar. Because work set in lessons is mostly the same for all students, provision for a range of abilities is inconsistent. Work in books is rarely checked and teachers' feedback seldom indicates students' next steps.
- Connecting learning to real-life is well promoted. Online learning promotes skills of independence effectively. The range of appropriate resources to support students in elementary and middle, is limited. The effective use of a wider range of resources contribute to children's progress in KG.

For development:

- Expand the range of mathematics resources and objects for students to work with in the elementary and middle school.
- Monitor the quality and accuracy of the work that students produce in books in all phases, and provide meaningful feedback to support next steps in learning.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Very good
Progress	Good	Good	Very good 	Very good

- Although children in KG enjoy active learning, a few lessons lack a specific scientific purpose. Lower elementary students struggle to understand investigation skills. Grade 4 and 5 students are developing inquiry and research skills more consistently.
- There are significant improvements in conceptual knowledge and understanding by Grade 6, making scientific observations of various topics. By Grade 8, inquiry skills have developed well enough to investigate human cells, making the distinction between duplicating and replicating.
- High school students have well developed research skills. They explore and present their findings on, for example, solar eclipses. Although AP students are able to study human cells forensically, for example, they are over reliant on guidance rather than designing investigations themselves.

For development:

- Ensure that children in KG are able to make discoveries for themselves by focusing on a scientific objective and method in lessons.
- Ensure that older students develop the capacity to create hypotheses and design their own methods of investigation and experiment.

UAE Social Studies

All phases

Attainment

Not applicable

- The majority of students attain levels above expected standards and learning outcomes set by the Ministry of Education (MoE) UAE social studies program. Elementary students compare the customs of the UAE with other societies. In the middle and high schools, students discuss modern and contemporary historical events.
- Students in the middle and high school have access to a dedicated research centre. Key literacy skills are developed through conducting research on social topics. Students use primary and secondary sources to analyse and cite textual evidence.
- Communication and presentation skills are strongest in the high school where students use technology to collect information. Students conduct research on issues using geographical, cultural and historical sources of evidence. Internal tests used to assess students' outcomes are not moderated.

For development:

- Ensure that internal assessments are moderated to provide assessment information that is valid and reliable and ensure that students are more regularly involved in assessing their own learning.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

- Children in KG are enthusiastic learners, capable of applying their learning to real world situations. They collaborate well using secure language skills to help others. They use basic investigative skills, which are increasingly built upon in the other phases, especially through scientific experiment and mathematical problem-solving.
- Investigation and exploration are less apparent in Islamic education or English. However, almost all students work well independently and with other students. Research technologies are rarely used in Arabic, but Islamic education and science students develop some independence in research and critical thinking.
- Innovation is not strong, although older students compete in various exhibitions and are beginning to use augmented and virtual reality in science. Most students in middle and high are developing independence in learning, confidently operating in the virtual online classroom.

For development:

- Ensure that all students readily use learning technologies for independent research and to present their findings.

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Students across all phases have positive attitudes towards learning, they enjoy school life and are self-reliant. Consequently, they feel safe and this has a positive impact on their social development.
- Relationships are cordial, and there is mutual respect between students and adults. Levels of morale are high. Students' excellent behaviour contributes to the school's positive atmosphere.
- With contributions from the medical and physical education staff, healthy lifestyles are promoted exceptionally well. Students are encouraged to take part in a variety of activities that enhance their health. While the attendance in the school is very good, punctuality is variable.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑

- Students understanding and appreciation of Islamic values are exemplary in the high school. Students in other phases, demonstrate strong Islamic values and emphasize the fact that they play a major role in their lives.
- Students exhibit a thorough knowledge and awareness of the UAE culture and heritage. Through school events such as National and Flag Days, students gain a deep understanding about the traditions of the UAE, such as traditional dress and different foods.
- Students have a very good understanding of their own cultures. Those from different countries are able to give concrete examples as to how their respective culture is well embedded within the community. Equally, students show good knowledge about other world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students are involved in a variety of activities to promote social responsibility, especially in the middle and high schools. Older students contribute to the community through volunteering, charity work and environmental initiatives.
- Middle and high school students have outstanding work ethics, This is reflected in their leadership skills as members of the students' council. Innovation and entrepreneurship skills require further development in KG and the elementary school.
- Across all phases, students support environmental sustainability in and out of the school. They are happy to improve their school environment through recycling projects and planting school gardens.

For development:

- Provide more opportunities for the development of innovation and entrepreneurship skills in KG and the elementary school.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good ↑

- With strong backgrounds in early childhood education, most KG teachers actively engage children in active, child-centred learning. Teachers display strong subject knowledge and understand how each age group learns best, with most success in the high school.
- Good pace and high expectations are seen in English, Islamic education, science and mathematics in KG and the elementary and high schools. English, Arabic and science lessons in lower primary often lack challenge. Matching what is taught to students’ learning needs is not consistently good across most subjects. When this occurs, students’ progress is slowed.
- The application of technology is a strong feature of science lessons but is less consistent elsewhere. In the lower grades, research and inquiry learning are less well supported. High school teachers make use of online learning platforms to encourage independent learning.

	KG	Elementary	Middle	High
Assessment	Good ↑	Acceptable	Good	Good

- Assessments are aligned to the Massachusetts Common Core Standards and Next Generation Science Standards (NGSS). High school students take Scholastic Aptitude Test (SAT I) and a small number of student’s study AP courses. In KG, the quality of assessment has improved.
- The rigor and accuracy of internal assessments and quality of teachers’ feedback is not secure, especially in the elementary phase. Not enough is done to ensure that internal assessments in English, mathematics, science and social studies, align with the outcomes of external assessments.
- The school gathers information about students potential and compares this with external results in English, mathematics and science. Full use is not made of this information to plan learning tasks that present varying levels of challenge.

For development:

- Review internal assessment processes and the quality of teachers’ feedback in English, mathematics, science and social studies to ensure that the outcomes align with the results of external assessments.
- Ensure that all teachers make full use of all assessment information in lesson planning, so that work provides an appropriate level of challenge for students of all abilities..

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum provides students with a variety of learning experiences. It is successful in motivating and promoting students' active engagement in lessons. Preparing students for the next stage in their education and progression is systematic and enables a smooth transition between phases.
- Subject choices enhance and extend students' learning. In KG, children make independent choices that benefit skill development. A range of electives and AP courses offer older students opportunities to explore interests and develop a deeper understanding in a range of subjects.
- Reviews of the what is taught and learned have seen a sharper focus on reading and writing, and a further emphasis on vocabulary development. The impact on students' outcomes has yet to be evaluated.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- School leaders are aware of the importance of meeting the needs of all groups of students. Although some adaptations are made in lessons to meet these needs, changes to the lesson content to match work to students' abilities are inconsistent.
- Opportunities for the development of enterprise and innovation skills are provided through the curriculum. Subject choices and electives enhance students' paths of learning. The expanding range of enrichment activities, and links with the community, offer additional opportunities.
- Social studies, Arabic and Islamic education, foster a deep understanding and appreciation of UAE society and Emirati culture. Appropriate learning experiences to develop all students' awareness and understanding are embedded in other aspects of what is taught and learned.
- Arabic is offered in the KG for 240 minutes each week.

For development:

- Improve teachers' skills and understanding of curriculum adaptation to ensure the needs of all students are met.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has very effective procedures for the safeguarding of students including child protection. Leaders provide appropriate training for new and existing staff on matters related to student's well-being. All policies are periodically updated and understood by staff and parents.
- The school building is very well-maintained and procedures to keep students and staff safe are secure. The school records all incidents and risk assessments are managed appropriately. However, not all visitors are identified when parents arrive to collect their children.
- The school is effective in promoting healthy lifestyles. Staff ensure the provision of healthy food and encourage students to make appropriate healthy food choices. Students are also encouraged to participate in a range of sporting activities.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff-student relationships are respectful and positive. Comprehensive policies promote the school's positive approach to good behaviour, attendance and punctuality, and appropriately stress the link with educational success.
- The school promotes an inclusive ethos through policy and practice. Systematic processes identify students of determination and those who are gifted or talented, as well as those who are monitored for possible identification. Individual planning outlines the support and accommodation needed
- The pastoral care system promotes and monitors student well-being. Effective career guidance in the high school guides students in the selection of subject options and future pathways. Individualized support is provided for those making university applications.

For development:

- Enhance security arrangement to prevent unauthorized access to the school.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- A strong commitment to inclusion ensures the enrolment of students with a range of needs and abilities. An inclusive education action plan guides the improvement of provision. However, capacity is limited by the lack of an inclusion leader with specialist qualifications.
- A systematic process uses observation and formal assessments to identify students of determination. The school closely monitors students experiencing less obvious learning difficulties and is adapting to the use of the revised categories.
- Communication links with the home are robust and parents receive informative reports of their children's progress. Parents are fully involved in the development and review of planning and have access to helpful guidance.
- Teachers provide accommodations and support, but these are not always personalized sufficiently to meet student needs. In a minority of lessons, students are not fully included. Learning support classes focus on the development of academic and personal and social skills.
- Efficient tracking of academic and personal development shows progress is above expectations for the majority of students, given their particular barriers to learning and achievement potential. Students are developing independence and confidence by contributing to the design of their IEPs and post-school transition plans.

For development:

- Improve the capacity of teachers to match what is to be taught, and how , to meet the learning needs of all groups of students .

6. Leadership and management

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

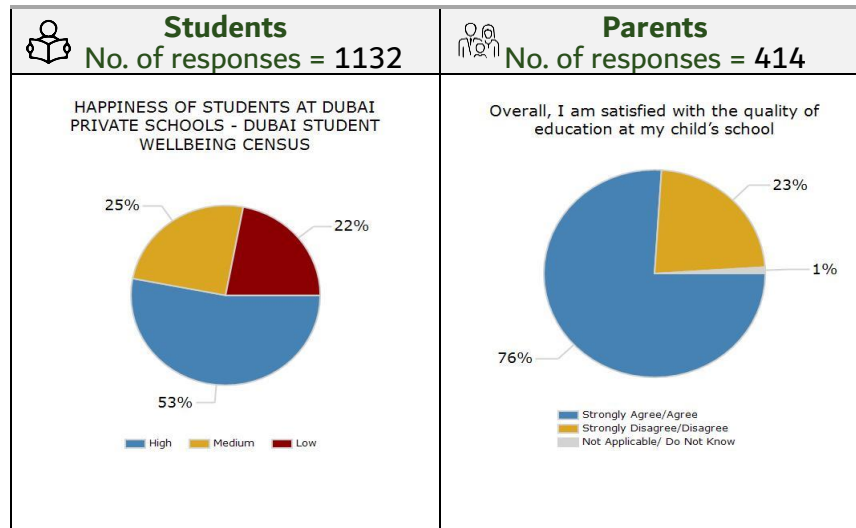
- Leaders are committed and dedicated to inclusive education and display strong professional competence. Collective responsibility is reflected in high levels of collaboration and effective communication systems. However, the school's model of allocating leadership responsibilities, is not sufficiently defined so as to hold all leaders to account. Consequently, the roles of all leaders are not fully understood, or aligned to school priorities.
- The outcomes of self-evaluation procedures provide a range of information that is used with some rigor, to inform the planning process. There is an over-reliance on using the findings of internal assessment information to plan targeted interventions for groups of students. Improvement planning does not focus enough on evaluating the quality of teaching and the impact on students' learning and outcomes.
- Parents are welcomed in the school and consider themselves to be partners in their child's learning. They appreciate the inclusive ethos of the school. They are regularly informed about their children's academic and personal development, their strengths and pathways for improvement. Students benefit from links with the local community, providing a meaningful context for learning.
- The governing board promotes inclusion, tolerance and well-being. The board does not include parent representatives. Through regular meetings members gather information on students' performance. However, the process of holding leaders to account for the school's performance is not well developed. Consequently, leaders are not being challenged to ensure that the quality of teaching and learning are of a consistent standard, especially in the elementary phase.
- Most aspects of the day-to-day running of the school are well-organised and efficient. However, the departure arrangements as parents enter and leave the school are not rigorous enough. Some students wait unsupervised on the pavement. Almost all staff are suitably qualified and supported by an extensive program of professional training. The impact of this, especially with regard to personalization of learning is not evident in all phases.



For development:

- Ensure that leaders improve students' outcomes, especially in the elementary phase, and are guided by reliable and valid assessment information to address the individual needs of all groups of students.
- Review the current model of allocating leadership responsibilities so as to ensure greater levels of accountability across all phases.
- Ensure that governance fulfils its commitment to involve parents fully, as stakeholders, in the decision-making process.

Views of parents and 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.



 <p>Students</p>	<ul style="list-style-type: none"> • Almost a third of students responded to the Dubai well-being census. The results show that students are below Dubai average in almost all measures, including happiness and satisfaction with school and life. Students interviewed during the inspection agreed with some of these concerns.
 <p>Parents</p>	<ul style="list-style-type: none"> • A minority of parents completed the survey and expressed satisfaction with the quality of education and suggest their children are safe at school. A few parents believe that bullying is an issue. A minority feel they are not listened to as key stakeholders and this is in line with inspection findings.

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