

Inspection Report



Al Mawakeb School - Al Garhoud

2014-2015



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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1979
Website	www.almawakeb.sch.ae
Telephone	04-2851415
Address	Al Garhoud - Dubai UAE. P.O. Box 10799
Principal	Omar Hatoum
Language of instruction	English
Inspection dates	12th- 15th January 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Pre-KG - Grade 12
Number of students on roll	2500
Number of children in Pre-K	62
Number of Emirati students	371
Number of students with SEN	33
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	139
Largest nationality group of teachers	Lebanese
Number of teacher assistants	15
Teacher-student ratio	1:22
Number of guidance counsellors	1
Teacher turnover	21%



Curriculum

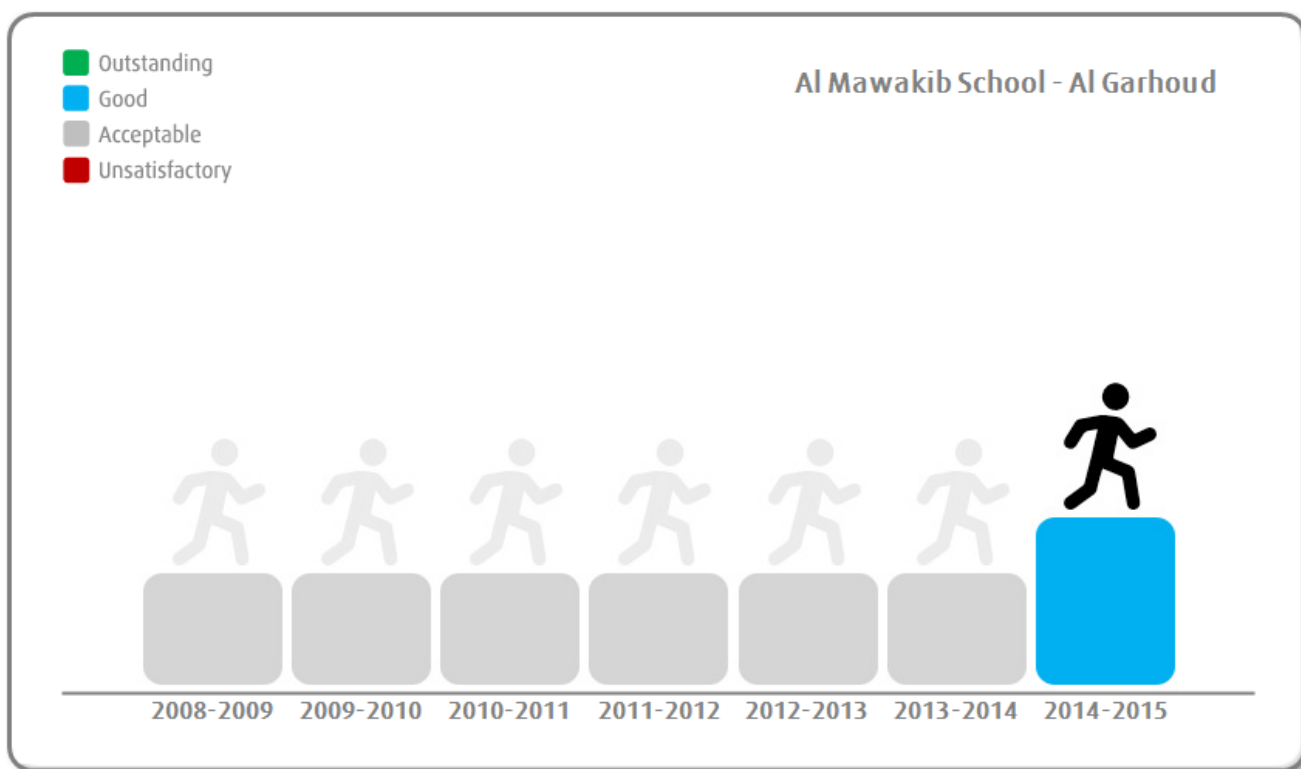
Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	IBT Grades 5 to 9; PSAT Grade 11
Accreditation	AdvancED 2010



Dear Parents,

Al Mawakeb School - Al Garhoud was inspected by DSIB from 12th - 15th January 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

- Most students achieved good attainment and progress in mathematics and science in all phases, and had improved in Islamic Education and Arabic Language.
- Students throughout the school showed positive behavior, a strong work ethic and good manners towards each other, members of staff and guests.
- School leaders at all levels demonstrated high levels of commitment, vision and a sense of purpose. A key factor in the school's improvement was the impact of focused professional development for teachers.

Areas for improvement

- Improve students' language development across subject areas to ensure this brings further improvements in English and Arabic as an additional language.
- Ensure the Kindergarten curriculum helps all children develop the necessary skills to cope with the expectations of the English medium curriculum in Grade 1.
- Make greater use of external testing to compare students' performance on an international basis and identify those students who are under-achieving and could do better.
- Ensure the curriculum is modified to enable all students to make good or better progress.

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 Mawakeb School - Al Garhoud



How well does the school perform overall?

Al Mawakeb School – Al Garhoud provided a ‘**Good**’ quality of education for its students.

- Students’ attainment and progress in English, mathematics and science were good in almost all phases of the school. Students’ progress had improved in Arabic language in the high school. Students appreciated the opportunity to take responsibility for their own learning. They were beginning to develop the ability to reflect on the quality of work and identify areas to improve.
- Almost all students had very positive and responsible attitudes. As they progressed through the phases, students developed a strong sense of personal responsibility.
- Teachers had secure subject knowledge and planned activities which encouraged learning and inspired students. In better lessons, teachers developed students’ independent learning and promoted strong group learning.
- Within the curriculum, students were benefiting from more opportunities to use information and communications technology in broadening their learning. Effective planning and a lively delivery of the physical education curriculum had improved students’ access to healthy lifestyle activities.
- The high expectations of respect and consideration contributed significantly to the welfare of all students. The school’s support for the welfare and the well-being of students was enhanced regularly by such events as the “anti-bullying campaign”.
- The senior leadership team and other leaders and managers promoted a vision and a set of core values that was shared by the students, parents and members of staff.

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



- Students with special educational needs made acceptable progress in their learning and development.
- The school had an inclusive ethos. The special educational needs team had been recently extended and was providing good advice for teachers and well-planned support for students. All students who were identified as having special educational needs had individual targets for their progress.
- Parents were regularly involved in reviewing these targets and were very pleased with the support they and their children received. The way the curriculum was modified for students with special educational needs in lessons was good in parts of the school, but was not yet good in all classes.



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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Good ↑
	Progress	Not Applicable	Acceptable	Good ↑	Good
 Arabic as a First Language	Attainment	Not Applicable	Good	Good ↑	Acceptable
	Progress	Not Applicable	Good	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Good ↑
	Progress	Not Applicable	Acceptable	Acceptable	Good ↑
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Good	Acceptable ↓	Good	Good
	Progress	Good	Acceptable ↓	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good 	Good 	Good


3. How good are teaching and assessment?

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


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

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

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Good	Acceptable	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	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable



School
Inspection
Report

Overall school judgement

Good 

Key strengths


- Good attainment and progress in mathematics and science in all phases, and improved student outcomes in Islamic Education and Arabic Language
- Students' demonstrated positive behavior, a strong work ethic and good manners across the school.
- Staff development activities had contributed well to the overall improvement of the school.


Changes since the last inspection

- Students' attainment in Islamic Education in the High School and their progress in the middle phase had improved, as had their attainment in Arabic as a first language. Students' progress in the High School had also improved.
- Students' attainment and progress had improved in Arabic as an additional language in the High School.
- In English, students' attainment and progress in the elementary phase had changed from good to acceptable.
- The quality of students' learning skills had improved to good in the middle phase.
- Students' community and environmental responsibility had improved to good in the elementary and middle phases.
- Teaching for effective learning and the quality of support provided to students were better. They were good in the middle phase.
- Self-evaluation and improvement planning had improved and were good.

Recommendations

- Improve students' language development to raise standards in English and Arabic as an additional language.
- Review elements of the kindergarten curriculum to ensure that all children have the necessary skills to cope with the expectations of the English medium curriculum in Grade 1.
- Ensure teachers and leaders make greater use of external testing to:
 - benchmark attainment across the school using appropriate, externally-validated assessments, in particular for Grade 12 leavers seeking further education placements
 - measure and track progress more rigorously and identify those students who are under-achieving.
- Based on more accurate assessment and monitoring data, modify the curriculum to enable students to make good or better progress.
- Further develop the effective use and organization of in-class resources to enhance students' learning experiences.

 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
Language of instruction	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good



- Within the trilingual kindergarten context, the majority of additional English language learners developed age-appropriate speaking and listening skills. They understood and responded to everyday classroom language and the more able children spoke clearly and confidently. They were increasingly able to recognize single sounds and simple words. Most children could form letters correctly and the majority could write their names and simple words.
- The majority of children could recognize simple shapes, identify colors and read and write numerals to 10. Older kindergarten children could count to 20 and beyond and recognized two-digit numbers. Children made good use of the practical resources to develop number and measurement skills and reinforce their knowledge of shape and size.
- The majority of children were knowledgeable about the natural environment and living things. They knew about the life cycle of plants and could recognize similarities and differences. When appropriately questioned, children were eager to predict outcomes and draw conclusions about what they had observed.

Elementary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Choose an item	Choose an item
English	Acceptable ↓	Acceptable ↓
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students demonstrated levels of understanding, knowledge and skills that were in line with expectations, such as the Pillars of Islam, daily prayers and Islamic etiquette for entering and exiting houses. Recitation and memorization skills were developing for most of the students. The progress was hindered in lessons where the expectations for students were low.
- Most students demonstrated strong listening and speaking skills as they responded to the teachers' questioning in standard Arabic. They made good progress with their writing skills.

- In Arabic as an additional language, most students had strong listening skills. They followed the teachers' instructions and responded correctly to teachers' classroom questions. However, a few needed repetition and in general most students achieved less progress in writing.
- In English, the majority of students could write their names and read from age-appropriate text. Progress was slowed because planned activities often lacked challenge and did not fully engage students. The progress of students with special educational needs was inhibited because they were not fully supported in lessons.
- In mathematics, students had a secure knowledge of number and quantity and their use. They were generally skillful at tasks involving shape and space. A minority had developed good skills in problem solving and applying their knowledge and understanding.
- Students had a good understanding of the applications of scientific knowledge in the world beyond school. This real-world relevance of scientific theory stimulated students to speak and write more extensively about science in lessons.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Good 	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Choose an item	Choose an item
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students demonstrated clear understanding of Islamic concepts such as etiquettes in mosques and dressing code in Islam. Recitation and memorization skills were in line with expectations for most of students. Most students made good progress in their knowledge, understanding and skills and in applying what they learnt to their daily life.
- Most students were able to listen and respond accordingly in Arabic as a first language. They were comfortable with standard Arabic; their speaking skills were well-developed. Students made good progress in writing skills and were able to produce extended and creative texts.
- In Arabic as an additional language the majority of students responded correctly to instructions, could ask and answer questions and took part in prepared dialogues. Their speaking and reading skills were developing. However, their free and extended writing skills were less well-developed.
- Speaking and listening skills in English were secure and students were able to express opinion eloquently using a wide range of vocabulary. Better progress was made when students were encouraged to be independent learners, such as researching new areas of learning.
- In mathematics, students could interpret and discuss information presented in a variety of forms. Most students could understand and use equivalences between fractions, decimals and percentages.
- In science, a majority of students demonstrated good progress in classroom discussions and reviews of new concepts presented.

High		
Subjects	Attainment	Progress
Islamic Education	Good ↑	Good
Arabic as a First Language	Acceptable	Good ↑
Arabic as an Additional Language	Good ↑	Good ↑
Language of instruction	Choose an item	Choose an item
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, students demonstrated good understanding of Islamic concepts such as the Zakat and Sadaqah and could infer appropriately the rationale behind them. Most students developed their understanding of Islamic Figh (laws) such as marriage rules with clear reference to real life situations such as the UAE Marriage Fund. Recitation and memorization skills were in line with expected levels and students' progress in applying recitation rules was developing.
- In Arabic as first language, most students had appropriate levels of speaking and reading skills. They progressed well in developing their comprehension skills as well as their knowledge of grammar and vocabulary. Students' writing skills were underdeveloped.
- In Arabic as an additional language majority of students showed clear understanding of different topics. They could answer unprepared questions and spoke confidently with good pronunciation. The majority could read different texts fluently and identified the main points. However their extended writing was limited.
- In English, the majority of students could interpret complex questions and analyze text from a range of genre. Students developed their knowledge of literary techniques well. Students made better progress in writing skills in the lower high school than the upper high school.
- In mathematics, students' algebraic and geometry skills developed well. This was because they were consistently emphasized in the school's program.
- Most high school students were able to discuss new material in science and exhibited a good understanding of the scientific processes.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good ↑	Good

- Students appreciated opportunities to take responsibility for their own learning. They were beginning to develop the ability to reflect on the quality of their work and identify areas to improve. For example, older students annotated the work of peers with constructive feedback comments.
- Students were effective communicators and high school students used technology to collaborate and share their learning. Students in all phases enjoyed working in groups and presenting their ideas to others.
- Students demonstrated a good understanding of the connections between learning and links to real life. For example, a presentation on 'Environment day' gave students the opportunity to apply skills and knowledge from a range of subjects.
- Older students were adept in the use of technology for researching as well as sharing work. In all phases of the school, students were developing critical thinking skills through enquiry based learning activities.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Almost all students had very positive and responsible attitudes.
- Positive behavior prevailed throughout the school. As they progressed through the phases, they developed a strong sense of personal responsibility.
- Students enjoyed excellent relationships with staff and reported that they felt safe and valued. Students showed tolerance and empathy for others within their community.
- Students demonstrated strong understanding of healthy living. They made good choices about their own health and fitness.
- Students' attendance was good and most students arrived punctually to school and to their lessons.


	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students in all phases had a very good understanding of Islamic values and how these values influence the everyday life in Dubai. Islamic values were embedded in school through mutual respect and students' contributions in helping others and the wider community.
- Emirati and cultural clubs raised the awareness of Emirati traditions, heritage and culture which were well known and understood by students in all phases of the school.
- The diversity of cultures was celebrated during the school's International Day and cultural days where students of all nationalities participated. Students had a good appreciation of their own culture and the variety and range of others from around the world.

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good ↑	Good ↑	Good

- Students across all phases participated in community service and fund-raising projects.
- Students demonstrated a strong work ethic in their lessons as well in extra-curricular and co-curricular projects. Many of the campus events were suggested, organized and presented by the students.
- Environmental awareness was a primary focus during the last school year. Many projects such as Earth Day, Clean Campus, and Environmental Awareness Day were initiated, planned, and presented by students. Recycling, re-use, and reduction of refuse processes were contained in the curriculum offered to every student and witnessed in their actions.

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"> Teachers had secure subject knowledge. They planned activities which encouraged learning and inspired students. In better lessons, teachers developed students' independent learning. Most planning was detailed with a strong focus on active learning. Where available, technology was used to good effect. For example, in the middle phase and high school it was used to stimulate discussion and develop students' enquiry skills. Dialogue between teachers and students was positive and purposeful. In better lessons, teachers used questioning to probe understanding and extend students' learning leading to good progress. Teachers used a wide range of teaching approaches, for example, to encourage collaboration between students leading to good attainment. In the elementary phase, expectations of students were sometimes lower and lacked sufficient challenge. In English, science and mathematics, teachers included activities that gave students the opportunities to develop their thinking. However, this was not consistent across all phases and subjects. Teaching in Arabic as a first language was good overall. Teachers displayed secure subject knowledge, and were able to deliver interactive lessons. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Pre-tests were given in the key subjects early in the academic year. These and later tests supported the tracking of attainment and progress. The development of an assessment policy and an assessment handbook ensured that teachers' assessment procedures were informed and uniform. Some internal assessment data indicated that large groups of students had attained "above" or "well above" curriculum outcomes. There was a lack of comprehensive external assessment data to validate the internal data. No external assessment program was consistently administered. With the exception of the high school, the schools' analysis of the attainment and progress of students was based solely upon internal data. Teachers' use of assessment data to inform the lesson planning process was under-developed. 				


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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Acceptable
<ul style="list-style-type: none"> The curriculum was in line with the school's core values and drew from several international curriculum models. Extensive review had improved the continuity between grades and phases in most key subject areas. However, some students found the move from Kindergarten to Grade 1 challenging. Planning documents and teacher guidance defined the scope and sequence by grade, phase and by content area. Within the curriculum, students were benefiting from more opportunities to use information and communications technology in broadening their learning. Effective planning of the physical education curriculum had improved students' access to healthy lifestyle activities. Cross-curricular links were becoming embedded in the school's planning. This improvement made an impact on students' abilities to apply their knowledge, skills and understanding to real-life situations. The curriculum was regularly reviewed and updated as part of the school's self-evaluation process. Overall, students were prepared for transitions within the school. The high school curriculum offered a limited choice of electives. In Arabic as a first language, the curriculum had a clear rationale. It was broad, balanced, age-appropriate and focused on the development of both knowledge and skills. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum met the needs of most students and a greater emphasis had been placed on effective differentiated planning and teaching styles. However, this had not been embedded into the curriculum design and inconsistencies existed in meeting the needs of all groups and individuals. There was some choice as the students progressed through the phases but this was limited. Students enjoyed opportunities to engage with the local community. Visits and guest speakers enhanced students' experiences but these were not consistently integrated into the curriculum. There was an acceptable range of extra-curricular activities. The school offered five 60-minute sessions a week for all of the 468 Arab and 26 non-Arab children in Kindergarten. The school's program included the Arabic alphabet, sound recognition, basic vocabulary and common phrases. The school's Arabic program in Kindergarten 2 was well-balanced within the MOE curriculum. It was based on units of enquiry that targeted standard Arabic including alphabet sound recognition, basic vocabulary and common phrases. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> The school ensured that all adults in contact with students had received training to follow the school's policy on child protection. The school's on-going support for the welfare and well-being of students was enhanced regularly by events such as the "anti-bullying campaign". The ethos and high expectations of respect and consideration contributed significantly to the welfare of all students. The school provided a secure, safe and hygienic environment. Security was vigilant and regular. Thorough checks ensured that all equipment and areas of use were kept in good condition. Improvements had been made to playground areas since last year. Transport arrangements were very well organized and supervision was highly effective. Consequently, students were safe and well-cared for on the buses at the beginning and end of the day. Supervision for students leaving by car was equally effective so that large numbers were able to exit school sensibly and safely. The school's premises provided a suitable and well-kept environment for students' safety and learning. The facilities manager and his team were attentive in their prompt responses to maintenance. Consequently, the buildings were kept in a good state of repair with a planned program of upgrading according to budget availability. Healthy living was promoted effectively in many areas of school life. The school's three clinics were well-staffed by a doctor and three nurses who gave first aid as needed. They also kept meticulous records of the many health checks provided for students. 				

	KG	Elementary	Middle	High
Quality of support	Good	Acceptable	Good 	Good
<ul style="list-style-type: none"> Staff had very good relationships with students, and this contributed greatly to the ethos of care, support and well-being. Behavior was managed well and almost all students lived up to the school's expectations. Students' attendance was good. The school had introduced much higher expectations and tougher sanctions this year to improve punctuality. The school was inclusive and admitted students with a range of educational needs. Promptly applied procedures were effective in identifying needs. The school worked closely with external agencies when their support was necessary. Students with special educational needs had individual education plans with manageable targets for their progress. Parents were highly involved and were extremely grateful for the school's support for their children and for them. The school provided effective personal support for students with special educational needs. This was particularly evident in the improvements in their behavior, 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 special education leader and her team were providing good training for teachers, but 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. Guidance in the upper school to help students plan their future paths of education was of great assistance to them when choosing the university or college which best suited their needs. Individual guidance and support also increased students' confidence to step into a different life ahead. 				


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 had an inclusive ethos demonstrated by the recent appointment of two qualified and effective counsellors to strengthen the special educational needs team. With the effective leadership of the coordinator, this team had improved the school's capacity to monitor the provision for students, to assess and record their progress and to advise teachers in their lesson planning to meet students' needs. The school made good use of all available indicators to identify students with special educational needs. Class teachers considered a range of information, including behavior issues, to determine which students needed additional support. The counsellors observed students in a variety of school situations producing a comprehensive report which was discussed with staff and parents to plan the best support for each student. The school's partnership with parents was very strong and resulted in an effective, cooperative approach to supporting the students. All parents interviewed were appreciative of the high quality of personal support given to the students and to parents. They felt well-informed about their children's difficulties, successes and challenges in school. They worked with the school to identify and review targets in their children's individual education plans. There were good examples of teachers who had used their very good understanding of a student's special needs to modify the curriculum and give appropriate support to meet these needs in lessons. However, this was not done consistently well and consequently the progress of students with special educational needs in lessons was variable across the school. It was stronger in the high school and weaker in the elementary school. The training given to teachers by the special educational needs team had not had full impact on students' learning. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The senior leadership team and other leaders and managers promoted a vision that was shared by the students, parents and members of staff. Almost all teachers, including those new to the school, led by example. They displayed a strong commitment to the school's ethos and were hard-working. The leadership of the school was widely distributed. New senior members of staff made a positive impact on the quality of support for students. The Principal was highly influential in promoting distributive leadership and a sense of engagement and ownership in new initiatives. The leadership team responded well to the challenges of ensuring the curriculum they delivered could be more effectively benchmarked against international standards. 	

- Relationships and communication between all leaders were professional and highly effective. This enhanced the teachers' willingness to engage fully in school improvement actions and to take responsibility for promoting students' academic and personal development.
- The strong capacity of the leaders to further the school's development was enhanced by the targeted support from outside agencies and advisors.
- As a result of effective and focused leadership, improvements had been made since the last report in several aspects of the school's performance. For example, the quality of teaching across the school was good and the processes of school evaluation were having a greater impact.

	Overall
Self-evaluation and improvement planning	Good 
<ul style="list-style-type: none"> • Effective and rigorous self-evaluation processes had improved since the previous inspection. They were more embedded in the everyday life in the school and involved a broad range of stakeholders. Most staff engaged positively in the various information-gathering activities, for example lesson observations, data analysis, surveys and self-review of teaching. This enabled the school to establish a realistic set of priorities to complement the DSIB inspection findings. • The senior leadership team had a systematic procedure for monitoring the quality of teaching and learning. Regular lesson observations were at the heart of the process and generated priorities for targeted teacher professional development activities. • The development plan related to the school's vision, values and aims. Relevant local priorities were included, for example the National Agenda, and there was an increased reference to international benchmarking. Responsibilities and accountabilities for actions were specified clearly and drove the pace of improvements. • There had been progress in addressing some of the recommendations of the previous report. For example, teachers were more rigorous in evaluating their teaching and the learning outcomes, leading to more appropriate teaching strategies in the middle school. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • Strong links existed between the home and school at all phases. Parents were positive about almost all aspects of the work of the school, including the leadership. The lack of a formal parents' association was regarded by some parents as a missed opportunity to improve their engagement in students' overall development. • There were well-established communication links between home and the school. These included circulars, e-mails, weekly homework papers and the use of the school's interactive website. The latter gave parents access to the school's action and development plans and survey results. Parents valued the open access to teachers and the senior school leaders, who responded promptly and effectively. • Parents received regular reports on their children's progress. There were meetings to discuss students' performance. Detailed individual student performance data were available on line through a dedicated website portal. • Community links were enhanced by parents' involvement in school charity activities, such as Diabetes Day and Dubai Cares. Members of the local community gave talks to students in all phases. Former students were invited back to share their experiences of their lives after leaving school. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • Governors were supportive of the leaders' efforts to engage in the school's development planning, for example through its open-door policy and the use of surveys. • Regular, documented management meetings and governors' personal presence promoted the rigorous review of the work of the school. Proposed improvement initiatives were supported and monitored by the parent company's development and advisory unit (AMSI). This ensured the school's accountability to the governing body. • The board had an impact on the school's performance. For example, it had increased the numbers of specialist support staff and improved the information and communications technology resources. Governors took a keen interest in planning aspects of school improvement. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school ran smoothly and there was effective administration of day-to-day matters. Administration staff supported the school's efforts to improve students' punctuality. • The process for the recruitment of suitably qualified teaching staff had been broadened since the previous inspection. Teaching staff benefited from induction and quality in-house training. • The premises and specialist facilities were safe and secure, clean and well-maintained. There was a pleasant and stimulating external play area for kindergarten children. A few classrooms were overcrowded. • Specialist computer resources had been improved. Classroom resources were often limited and they were inconsistently used by teachers to enhance students' learning. 	

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	273	18%
	Last year	324	24%
 Teachers	123		82%
 Students	444		89%

- Most students and teachers responded to the survey. Only a small minority of parents responded.
- Almost all parents who responded and teachers were satisfied with the quality of education provided by the school.
- Most of the students confirmed similar levels of satisfaction. Most students believed that they made good progress in English, mathematics and science but were less sure about their progress in Islamic Education and Arabic. Similarly most parents agreed that their children made good progress in the three core subjects but a minority disagreed or were not sure about their children's progress in Islamic Education and Arabic.
- Most teachers, students and parents recognized that the school helped students to develop a good range of learning skills.
- Most students dedicated two hours or more to homework per week. However, a minority did not consider that it had a positive effect on their learning.
- A minority of students received private tutoring at home. The majority of responses concerning the provision for students with special needs were positive.

*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