

Inspection Report



Al Ittihad Private School

2014-2015



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School information



General information

Location	Al Mamzar
Type of school	Private
Opening year of school	1978
Website	www.ipsmamzar.com
Telephone	04-2966314
Address	P.O. Box 5126
Principal	Mrs. Amna Mohamad Rafi
Language of instruction	English, Arabic
Inspection dates	16 th - 19 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	1754
Number of children in Pre-K	75
Number of Emirati students	1421
Number of students with SEN	16
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	126
Largest nationality group of teachers	Jordanian
Number of teacher assistants	19
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	20%



Curriculum

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



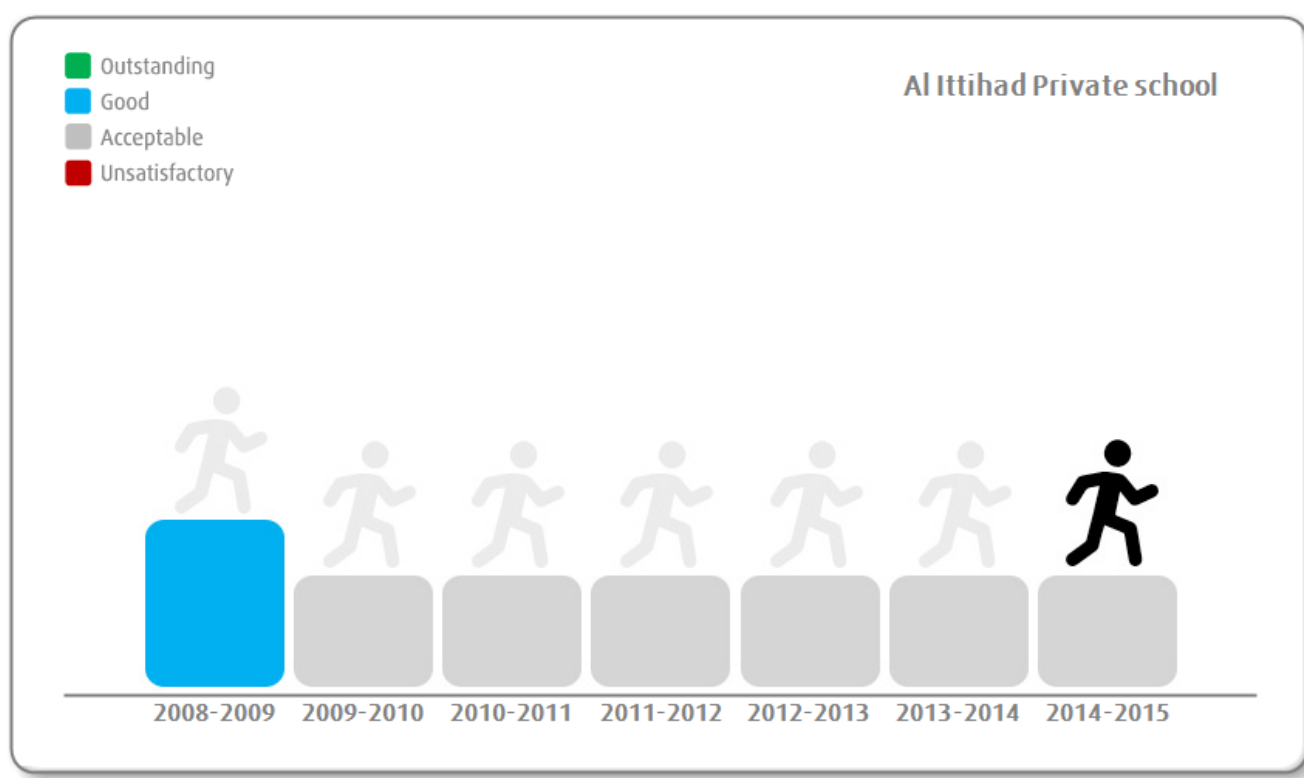
Parents' Report



Dear Parents,

Al Ittihad Private School was inspected by DSIB from 16th - 19th February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

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 were good in all key subjects in the high school.
- In Islamic Education, students' attainment and progress were good across the school.
- In Arabic, attainment and progress were good except for progress in the middle phase for Arabic as a first language.
- Students' personal and social development was good or better across the school.
- Arrangements for ensuring the health and safety of all students was outstanding.

Areas for improvement

- Increase the effectiveness of improvement planning by focusing more on students' learning outcomes.
- Improve the quality of teaching by using the information available about students' different abilities to plan and deliver lessons that meet their individual learning needs.
- Increase the opportunities for all students to develop the skills of critical thinking, enquiry, research and use of learning technology as a part of their daily school experience.
- Improve the range of subject choices, in line with the chosen US state curriculum, for all students in the high school phase.
- Develop a whole school strategy for the effective resourcing, identification and support for students with special educational needs.

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



How well does the school perform overall?

Overall, Al Ittihad Private School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress in key subjects was good in the high school. In Islamic Education and Arabic, students' attainment was good in the elementary and middle phase while the best learning took place in the high school. This is because students' increasing maturity and outstanding personal attitudes allowed them to take more responsibility for their studies.
- Students had positive attitudes to school and were respectful in their relationships with others. They had a good understanding of Islamic values and were responsible members of the school community, taking opportunities to improve their environment.
- Teachers had an appropriate knowledge of their subjects and a reasonable knowledge of students' strengths and weaknesses. A majority of teachers had a range of strategies to help older students learn well. However, the development of students' skills of enquiry and critical thinking skills was not a strong feature in the school.
- The school had begun to align its curriculum and assessments to the appropriate curriculum standards and the extra-curricular programme was rich and varied for all students. There were only limited modifications of the curriculum for students with special educational needs.
- The school placed the highest emphasis on students' safety and welfare. The daily interactions between staff and students were positive and courteous. Teachers worked hard to support all students. However, there were insufficient resources and expertise to support students with special education needs.
- The school leadership team worked well together. However, the efforts of both the governors and leaders were hindered by a lack of clarity in planning for school improvement.



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

- Students with special education needs made acceptable progress in their learning and development and in the key subjects.
- A minority of teachers attempted to modify the content of the curriculum or vary teaching strategies in their lessons. However, this was not consistent in all subjects and phases.
- Support for students was not personalised to their specific need and often limited to the provision of a differentiated worksheet.



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	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Acceptable ↓	Acceptable	Acceptable	Good
	Progress	Acceptable ↓	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable	Good
	Progress	Acceptable ↓	Good	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Learning skills		Acceptable	Acceptable	Acceptable	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	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Good	Outstanding 
Community and environmental responsibility	Good	Good	Good	Good









3. How good are teaching and assessment?

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

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
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	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Quality of support	Acceptable 	Acceptable 	Acceptable 	Acceptable 

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

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



School Inspection Report

Overall school judgement

Acceptable

Key strengths


- Students' attainment and progress were good in all key subjects in the high school.
- In Islamic Education, students' attainment and progress were good across the school.
- In Arabic, attainment and progress were good except for progress in the middle phase for Arabic as a first language.
- Students' personal and social development was good or better across the school.
- Arrangements for ensuring the health and safety of all students were outstanding.


Changes since the last inspection

- Students' attainment improved to good in Arabic as a first language in the middle and high school phases.
- High school students' personal responsibility and Islamic and cultural awareness improved to outstanding.
- Assessment in the elementary and middle phases improved to good.
- Health and safety of students improved to outstanding across all four phases.
- In the Kindergarten, children's attainment and progress in English and mathematics declined to acceptable.
- The quality of support, particularly support for students with special educational needs, declined to acceptable across all four phases.

Recommendations

- Increase the effectiveness of improvement planning by senior leaders by placing a greater focus on student performance and learning outcomes.
- Improve the quality of teaching through the better use of assessment by teachers to modify their planning so learning meets the needs of all groups of students.
- Increase opportunities for all students to develop their skills of critical thinking, enquiry, research and use of learning technologies as an integral part of their learning experiences.
- Ensure the school's curriculum is aligned to a designated US State standard in all subjects and phases.
- Develop the range of subject options available for high school students in the school's chosen curriculum.
- Develop a whole-school strategy for the effective resourcing, identification and support for students with special educational needs and communicate this policy to the parents.

 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	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable ↓	Acceptable ↓
Science	Acceptable	Acceptable

- In English, most children could distinguish letters from words and blend vowel-consonant sounds orally to make words or syllables. Most children retold familiar stories and wrote by moving from left to right and top to bottom. The development of listening and speaking skills required more focus.
- In mathematics, most children understood the relationship between numbers and quantities. Children used concrete objects to determine the answers to addition and subtraction problems. Most children could name and describe simple geometric objects.
- In science, most children could describe common objects by using the five senses. Most could compare and sort items by colour, texture, size and weight. Most could describe the differences between the appearance and behaviour of plants and animals.


Elementary

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


- In Islamic Education, the majority of students demonstrated levels of understanding, knowledge and skills that were above expectations. They could recite a good number of short Surrahs of the Holy Qur'an. A few were well above expectations in their memorization skills. Most students developed their understanding of key Islamic concepts, forms of worship and Islamic manners and linked these well with daily life.
- In Arabic as a first language, the majority of students demonstrated listening and responding skills above expectations. Students' Arabic vocabulary was developing well, but they lacked the confidence of applying it fluently in discussion.
- In Arabic as an additional language, most students understood accurately their teachers' instruction and age-appropriate texts. They could construct respond to their teachers' questions using correct phrases. They read familiar words and phrases well but many struggled with unfamiliar sentences. Students made good progress overall although progress was slower in writing.

- In English, most students had developed their phonic knowledge and reading skills in line with expectations. By grade 5, most students could listen and respond to multiple ideas and questions. Progress was significantly slower in the development of writing skills.
- Most students in mathematics demonstrated an age-appropriate knowledge of numbers, computational skills, and basic geometry. They could apply rules of mathematical equations and had made good progress in the ability to solve multi-step equations.
- Most students developed their knowledge and understanding of earth science in early elementary through topics such as the weather. By grade 5, most students had made progress in line with expectations, for example, in the development of their enquiry and investigative skills.

Middle

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

- In Islamic Education, the majority of students demonstrated good understanding of the prescribed Hadeeths and the manners expected of a good Muslim. They could link these correctly to real life situations such as dealing with poverty from an Islamic perspective. Quran memorization and recitation skills were within expectations.
- In Arabic as a first language, the majority of students had strong listening comprehension skills, broad vocabulary and secure reading comprehension skills. However, progress in developing their speaking and writing skills was slower.
- In Arabic as an additional language, listening and reading comprehension skills were above expectations for the majority of students. They used a good range of vocabulary in their speaking. However, for a few students, progress in the development of writing skills was limited.
- In English, most students could write a paragraph using new vocabulary and could identify new word meanings from reference to a passage. Reading skills were developing at a slower rate and the students were not reading regularly for pleasure.
- In mathematics, most students expressed quantitative relationships by using algebraic terminology and equations. They were developing their ability to solve more complicated equations.
- Most students' scientific investigative and practical skills were developing at an appropriate pace. Grade 8 students investigated Newton's first law of motion in the laboratory. Students were developing their skills in hypothesizing, drawing accurate conclusions and communicating their ideas clearly.


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 demonstrated levels of knowledge and skills which were above expectations. For example, they used evidence from the Holy Quran and Hadith to show how Islam emphasized the importance of marriage. Most students demonstrated confidence in their understanding of different Islamic concepts.
- In Arabic as a first language, students had gradually developed a good understanding of Arabic grammar and had made good progress in their listening and reading comprehension skills. They analyzed texts well and constructed well-phrased responses to specific questions. Progress in writing was better in this phases than elsewhere in the school.
- The majority of students were able to write well in different genres and with a good range of expression in English. They could analyze texts, read with inferential understanding and could support their ideas with evidence from the text. They had developed into confident speakers and used detail to convey meaning.
- In mathematics, the majority of students demonstrated skills which were above international aged-related expectations, for example, in the use of functions, graphing techniques, and calculus. They could apply formulas to determine the area of three dimensional objects such as prisms. They had progressed to solving equations with three variables.
- In Grade 12, progress in science had increased rapidly in all three branches of science and attainment in all branches for the majority of students was above the expected levels. Attainment and progress were better in biology and chemistry than in physics. There was a good balance between the acquisition of knowledge and understanding and the development of scientific thinking, enquiry and investigation skills.


	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students' engagement in their learning was a strong feature of the high school phase. Students were willing to take responsibility for their own learning but opportunities for this were limited in the Kindergarten, elementary and middle phase.
- The quality of student interaction in lessons was a strength throughout the school. Some teachers were more confident than others in their interactions with students and engaged them purposefully in discussion. Students worked collaboratively, when given the opportunity.
- a significant proportion of students found it difficult to make connections between areas of learning and real life situations. In the better lessons, teachers linked concepts being taught to their application in the real world.
- Enquiry, research and critical thinking were not consistent features in lessons. Older students in the high school were developing problem solving skills. The use of learning technology to promote learning was limited and interactive white boards were not used to full potential in lessons.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding 

- Most students had a good attitude towards their learning. In the high school, students were outstanding role models, were self-disciplined and appreciated critical feedback.
- Students demonstrated positive behaviour throughout the school and were courteous to one another and to adults.
- Student-staff relationships were respectful. They shared a good rapport with their teachers and other adults in the school.
- Students demonstrated positive attitudes to healthy living. They followed the school's advice on keeping fit and healthy, such as eating healthy food and participated in physical activities.
- Most students were punctual to lessons and their attendance was good. However, a few students were not always punctual at the start of the day and this was an area for improvement.

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

- Students had a good understanding of Islamic values and their impact on everyday life in Dubai. They described features of Islamic society and the influence of the Islamic values on their daily lives. Students in the high school explained the importance of being good role models as a Muslim.
- Emirati traditions and heritage were well known and appreciated. The national events were celebrated and students recognized their importance and value to people in the United Arab Emirates. Students in high school were ambassadors and gave presentations on Emirati culture on visits to other countries, such as Sweden and Italy.
- Students proudly appreciated their own culture and were aware of the diversity of cultures and the common elements and differences between world cultures.

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

- Students actively participated in school community service activities. They contributed to the school and the wider community through school organized events.
- Most students willingly completed their work. Most brought required materials and homework. Almost all students actively participated in activities and projects, contributing ideas and suggestions when they could. When given the opportunity, students developed and implemented their own projects.
- Students participated in a variety of projects designed to improve the school's environment, such as 'Clean Up the World' campaign and 'Earth Hour'. The students' involvement in these projects gave them the opportunity to express their concern and understanding of a range of environmental issues.

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> The majority of teachers had an appropriate level of subject knowledge to deliver the curriculum, but their knowledge of how to support student learning was inconsistent across grades and phases. Teachers' knowledge of how to teach a subject was strongest in core subject areas. Lessons were mostly well planned, timed and structured and limited resources were used to enhance students' learning. Lesson planning was better in the key subjects than in the non-core subjects. In the better lessons, lesson plans contained an effective balance of teacher led discussions, student collaborative activities, and individual student work. Teachers used learning technology to project information and video clips but made limited use of the white board's interactive capability. Relationships between teachers and students were positive, respectful and encouraged steady progress. A range of teaching strategies were used to address the individual needs of students; however, their impact was inconsistent. In the better lessons, teachers set learning objectives for all, and extended the thinking of the higher attaining students through additional challenging activities. The development of the students' enquiry, reflection and critical thinking skills was not yet a strong teaching feature in all subjects and phases. The teaching, in Arabic as a first language was inconsistent across and within each phase. In the better lessons, it was engaging and reflected the teachers' understanding of how students learn. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Good ↑	Good ↑	Good
<ul style="list-style-type: none"> Assessments practices were linked to the school's curriculum standards to provide clear levels of students' academic achievement. The school had improved how it collected, recorded, and analyzed progress data. The school began using the US based Measures of Academic Progress (MAP) test in September 2014. The results of the test allowed the school to benchmark students' outcomes against international standards. Students' progress over time was tracked and analyzed accurately, leading to a better understanding of students' learning needs. Assessment information was used appropriately by teachers when planning to meet the needs of most, but not all, groups of students. Teachers had a good knowledge of older students' strengths and weaknesses. They provided guidance on how to improve and students were set targets for learning. 				

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





	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good





- The curriculum was well planned, broad and balanced. There had been a school-wide effort on building a predominately skill-based curriculum with the implementation of the common core standards for English and math. As yet, there was no alignment with one particular state.
- The adoption of the common core and Ministry of Education curricula helped to support progression in the core subjects. High school students received good preparation for their next phase of schooling.
- The school curriculum was imaginatively planned in most subjects, across all grades. A good example was seen in grade 3 when students investigated changes of state and had to solve the problem of retrieving items from a frozen solid.
- There were emerging cross-curricular links in most phases but there was inconsistency between a few subjects. There were examples of higher order thinking skills being developed for older students in particular science and mathematics. Critical thinking skills were identified in teacher lesson plans. However, these skills were not consistently demonstrated in lessons.
- The curriculum was reviewed and modified annually. Some changes had been made in mathematics, following the results of TIMSS and PISA to ensure that students had covered the content and skills in advance of future tests.
- The curriculum in Arabic as a first language relied mainly on the MoE textbooks. Enrichment with extra-materials was limited. Many lessons in the middle phase lacked coherence and progression opportunities. Planned activities within a lesson were not always linked and were rarely related to the acquisition of language skills.

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

- There were some adjustments made to the curriculum to meet the needs of certain groups. For example, in a few lessons, more able students were given challenging activities to complete. However, there was limited modification for students with special educational needs.
- In grades 11 and 12, students could choose from a wide range of subject choices including sciences, sport, art and business. However, younger students in the high school phase had only limited options available to them.
- There was an appropriate range of school events to enhance the curriculum which included; science and career fairs, competitions, Arabic and English debate. In addition, there were educational visits and a work experience programme which enhanced students' academic and personal development.
- In Arabic as a first language, the school offered a weekly 45-minutes session for all children in the Kindergarten. These sessions covered basic phonics and vocabulary.

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"> Well documented, effective procedures and checklists were in place that ensured students' health, safety and security in the school. Policies and practices relating to internet safety and cyber bullying were thorough and well known by students. The excellent supervision of students at all times was a strong feature of the school's provision. Procedures for entry and exit from the school were rigorously followed. Close circuit cameras provided further reassurance. The school premises were clean, in good order, and well maintained. Maintenance records were detailed and there were effective procedures in place for teachers to report problems. The school buildings were set in an attractive environment. However, for students with mobility problems access to learning areas in the upper floors was difficult. The medical team worked closely with staff to promote healthy lifestyles. They had visited classrooms and contributed to the 'Healthy Week' programme. The school canteen offered healthy food choices. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable 	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> The daily interactions between staff and students were positive and courteous. Behaviour was well managed by the school. Many of the teachers were following a positive behaviour strategies such as using praise effectively to manage their classes. Improved systems of recording and reporting absence had improved the attendance rate. The admission criteria was not fully inclusive and students with some disabilities were not enrolled. Existing systems for the identification of students with special educational needs was limited and relied upon information from a medical practitioner. The quality of support in regular classrooms was inconsistent. Most students made acceptable academic progress in the different subject areas. Supervisors provided good personal support to individual students. Career guidance was provided to the older students. Anti-bullying campaigns and social care policies were well developed. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Resources for special educational needs' provision were limited. For example, the school had not prioritized the appointment of specialist staff or provided teachers with sufficient time to support students across all phases. 	

- The admissions criteria for students with a special education need was unsatisfactory as it was not fully inclusive. At the time of inspection, only one student had been formally identified, assessed and offered limited support by the school.
- Parents were not given sufficient information about special needs provision for their children. Students' individual education plans had only recently been shared with parents.
- There was a limited attempt to modify the content of the curriculum and vary teaching approaches in a minority of lessons. The quality of modification overall was inconsistent and provision in some lessons limited to differentiated worksheets.
- There was insufficient evidence collected by the school to demonstrate the students' rate of progress in all phases. Teachers were not always aware of the students' specific learning needs or the learning goals agreed in their individual plans of work.

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • Senior leaders were dedicated and committed. They promoted a common vision and direction across all four phases. • Leadership was appropriately delegated. Senior and middle leaders had individual job descriptions appropriate to their responsibilities and most could articulate their key tasks clearly. • Relationships between leaders were professional and supported by effective communication links. However, senior leaders did not always prioritize improving teaching and learning. • Senior and middle leaders were dedicated and committed to improving the school. However, the understanding of best educational practice and its implementation, varied among the senior leadership team but was more consistent at the middle leaders' level. • Leaders had been successful in improving some aspects of the work of the school. However, some important leadership roles included a significant teaching commitment, which prevented a greater focus on school improvement. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The self-evaluation process involved all stakeholders. However, the opinions gathered were not accurate and did not lead to the confirmation of clear priorities. • The school had embedded a range of generic systems for monitoring teaching and learning, including performance management. However, the criteria used for evaluating performance did not have a sufficient focus on meeting the school's priorities or informing the professional development needs of the teachers being observed. • Following the input from various external bodies, a range of detailed plans had been written. The plans were effectively combined into a school improvement plan but there was insufficient focus on key priorities. In addition, the success criteria were not fully linked to learning outcomes for students. • Extensive professional development had been delivered by school staff and external providers. However, although the evaluation of the development plan indicated that provision had been enhanced, outcomes in most aspects remained broadly the same. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • A mothers' council had been established and was actively involved in school events, such as, national and international days. However, there were no opportunities for parents to become directly involved in the school improvement process. • A wide range of communication channels were used to inform parents. Enhancements to the system included electronic reporting and publishing each grades' learning plans on the school website. • A formal parent-teacher conference was arranged each term, following the distribution of student reports. The bilingual reports gave a succinct picture of academic progress and some limited comments about personal and social development. However, they did not always include next steps in learning for students. • There were a variety of productive community links which included, specialist visitors to classes. Students participated in cultural and educational visits, work experience for grade 12, involvement in local initiatives and inter-school competitions. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> • The governing body had only limited links with its stakeholders and parents, for example when they had to deal with concerns or complaints raised. A mothers' council was in operation but there were no defined channels for communicating with the governing body. • The governing body held one formal meeting a year for each of the four schools in the group. The school did not provide a detailed written report to the governors. No formal targets were given to the school and there was no evidence of performance data being shared formally. • The Governors had responded to some school needs, particularly with regard to the maintenance of the school and the provision of electronic tablets for students in Grade 7. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Day-to-day management of the school was strong. Systems were effective and thorough. • There were sufficient teachers and most were deployed appropriately. Teachers had university degrees in the subjects they taught but the majority of did not have a teaching qualification. Additional teaching assistants had been employed in Grade 1. Some leadership posts were vacant and others had insufficient non-contact time to fulfil their leadership role effectively. • The premises had been enhanced, with the addition of resource and specialist learning areas and shade for the Kindergarten and elementary play areas. • Resources were sufficient in most areas of the school. However, science and mathematics equipment in the Kindergarten was limited, as was the students' access to learning technology in the classrooms. 	

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	69	25%
	Last year	283	34%
 Teachers	93		74%
 Students	254		89%

- The minority of parents and most teachers and students had responded to the survey.
- Responses to the surveys showed high levels of satisfaction with the school.
- The majority of parents believed that teaching was good, the school was well led and students were well prepared for their next stage in education.
- Most parents, students and nearly all teachers believed that teaching resulted in good progress in the core subjects. However, a significant minority of parents and students reported that progress was supported by private tuition at home, especially in Arabic.
- The majority of students and parents confirmed that learning skills were developing well and that there was a suitable range of resources.
- Most students were positive about their development of Islamic values and their knowledge of Emirati and other cultures. They believed the curriculum to be broad and there to be a sufficient provision of extra-curricular activities.
- Most parents responded that their children enjoyed school and a majority of students confirmed that the school treated them fairly.
- Most students and their parents were positive about safety on site and when using the school transport.
- Most teachers replied that they had been involved in the review of the school and discussions about the last inspection report.
- Only a majority of parents and a minority of students believed that the school listened to their views. Most teachers believed special educational needs' support to be good and that students' progress was also good.

*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