

Inspection Report



Al Salam Private School

2014-2015



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

www.khda.gov.ae



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?	17
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	18
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

School information



General information

Location	Al Nahda
Type of school	Private
Opening year of school	1989
Website	www.alsalamschool.sch.ae
Telephone	04-2679594
Address	Al Qusais, Al Nahda 2 PO BOX 5251
Principal	Susan Patricia Johnston
Language of instruction	English
Inspection dates	10 th - 13 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 17
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	1184
Number of children in FS1	150
Number of Emirati students	244
Number of students with SEN	74
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	85
Largest nationality group of teachers	Indian
Number of teacher assistants	42
Teacher-student ratio	Early Years - 1:21 Other phases - 1:12
Number of guidance counsellors	3
Teacher turnover	12%



Curriculum

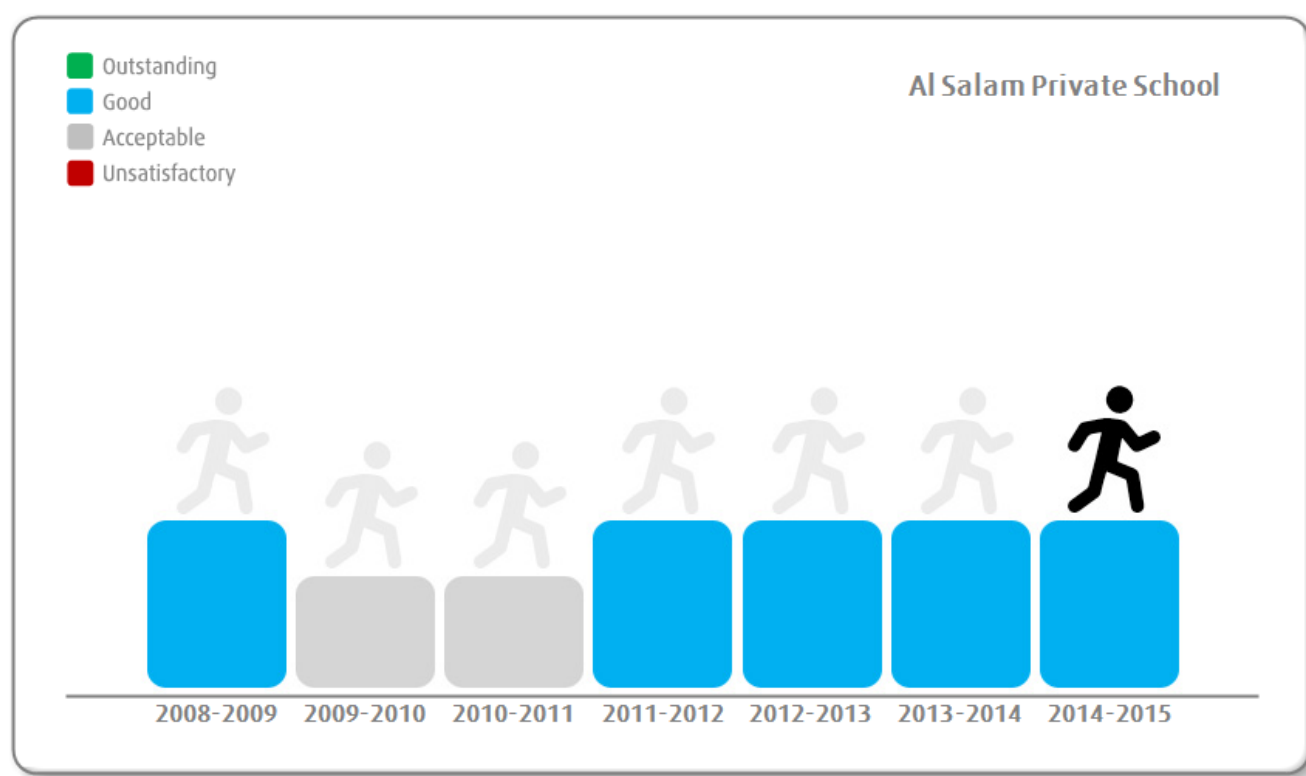
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE
Accreditation	Cambridge



Dear Parents,

Al Salam Private School was inspected by DSIB from 10th - 13th November 2014, and the overall quality of education provided by the school was found to be **Good**

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



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

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

Strengths

- Students' progress and attainment in all subjects and in all phases was mainly good.
- Students' behaviour was excellent; they demonstrated a real enthusiasm for learning and a strong sense of community.
- Relationships between staff and students were extremely positive.
- Arrangements for ensuring students' health and safety were outstanding.

Areas for improvement

- Ensure all teachers are trained to deliver lessons that meet the needs of students with different abilities.
- Ensure the good teaching results in all students making accelerated progress.
- Provide more opportunities for students to develop their independent learning and critical thinking skills.

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 Salam Private School



How well does the school perform overall?

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

- In all subjects and in all phases of the school, students' attainment and progress was at least good. In the post-16 phase, students' attainment and progress in mathematics was outstanding. Students enthusiastically engaged in learning, worked well with others and willingly took responsibility for their learning in lessons.
- Students were highly self-disciplined and behaved very well and in mature ways. All students had positive relationships with each other, their teachers and non-teaching staff. Older students set good examples for younger ones in their choice of healthy food and the adoption of an active life style. Across all phases, students' attendance and punctuality were good. They had a good understanding of the culture and traditions of the United Arab Emirates, and older students had a good knowledge about the need for conservation and sustainability to preserve the environment.
- As a result of improvements in the quality of teaching, lessons were now better planned and teachers used a wider range of strategies to involve students which improved their attainment and progress. Teachers had reliable assessment systems and processes in place. They analysed exam results thoroughly, including international exams, to inform them in their planning.
- The school successfully offered a curriculum suited to the needs of all students as they advanced their education through the school. The curriculum was enhanced by extra activities which allowed students to explore their interests and develop their creativity.
- The school's arrangements for protecting children and keeping them safe at all times was outstanding.
- Senior leaders provided the school with a clear vision and direction to encourage all students to achieve their full potential. The Board of Governors supported the school well through providing sufficient resources and held school leaders to account for the school's performance.





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

- Most students with special educational needs made acceptable progress toward challenging academic and personal learning targets.
- Some class teachers were skilled in adapting the school's curriculum, and their support, to meet the personal and learning needs of students with special educational needs, but this was not yet the practice of all teachers.
- The special educational needs team had been strengthened in number and in expertise. Parents were very pleased with the communication, support and guidance provided by the school. They felt fully involved and informed about their child's progress and expressed gratitude for the work of the special educational needs team.



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

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good 	Good	Not Applicable
 English	Attainment	Good	Good	Good 	Good 
	Progress	Good	Good	Good 	Good 
 Mathematics	Attainment	Good	Good	Good	Outstanding
	Progress	Good	Good	Good	Outstanding
 Science	Attainment	Good 	Good	Good	Good
	Progress	Good	Good	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good 	Good 	Good	Good


 Improved from last inspection

 Declined from last inspection

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

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Good	Good	Outstanding 	Outstanding 





3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good 	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good 	Good 	Good 	Good 

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths


- Students' behaviour was excellent, and they demonstrated enthusiasm for learning and a strong sense of community.
- Relationships were very positive between staff and the students, and there was a common sense of purpose for all to achieve their best.
- All parents were involved as meaningful partners in their children's learning, including their contribution to individual education plans for students with special educational needs.


Changes since the last inspection

- The school had successfully improved the quality of children's learning in the Foundation Stage by providing them with more opportunities to take responsibility for their learning, including working together, investigating, researching and using information and communication technology (ICT).
- The senior management team had worked hard to ensure greater consistency in the quality of teaching by building on and spreading the best practice which already existed.
- The school had made significant improvements to assessment procedures throughout the school. Improved assessment arrangements and a curriculum review within the foundation stage had helped the teachers to identify and meet effectively the needs of different groups of children.
- The quality of support offered to students had declined from outstanding to good.


Recommendations

- Ensure good teaching results in all students making accelerated progress in their learning.
- Ensure that all members of staff are effectively trained so that lessons consistently have differentiated outcomes which meet well the learning needs of all students, including those with special educational needs.
- Review the curriculum further to ensure students have regular opportunities in all lessons to develop independent learning and critical thinking skills.


 Improved from last inspection

 Declined from last inspection

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

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

- Most children in the Foundation Stage could use language competently but were not confident language users. There was good progress overall in speaking skills by the end of the foundation stage. However, their writing skills were less well developed.
- A practical approach within mathematics and a wider range of activities enabled most children to enjoy learning about numbers and simple mathematical concepts, and had improved their progress.
- Most children were developing a good awareness of the world around them. For example, they had investigated aspects of taste and were able, using relevant language, to describe the variety of tastes experienced.

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

- In Islamic Education a majority of students had a strong knowledge and understanding of the five Pillars of Islam. They developed their Islamic morals and values, Islamic etiquettes and their knowledge of the prophets well above expectations. Holy Qur'an recitation skills were still developing.
- Most students in Arabic as a first language lessons exhibited advanced listening skills. They responded well to instructions. Almost all students spoke classical Arabic correctly. Many students achieved good skills in their free writing.
- The majority of students in Arabic as an additional language had strong listening and responding skills. They were able to engage in short conversations about familiar topics in Arabic. They read familiar words and sentences well and the majority performed above expectations. However, writing skills were underdeveloped.
- In English, students used language well, although writing in the lower primary phase was still too limited. Speaking and listening were the strongest skills. Grammar skills were well-developed by the end of the primary phase, although there was too little independent writing evident in workbooks.

- In mathematics, internal and external test data showed most of the students in Years 3 to 6 were achieving in line with or above curriculum expectations. Improvement was evident in students' work in geometry, data handling, measurement and number work.
- In science, a majority of students knew and understood 'key topics', including light and shadows, lifecycle of plants, animals and humans, and could effectively relate these to other subjects as well as their own lives. There was scope to improve outcomes for all groups of students.

Secondary

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

- The majority of students displayed a good understanding of Islamic concepts linked to their own lives. They had a deep knowledge of the six Pillars of Iman. Holy Qur'an recitation was developing well.
- Most students in Arabic as a first language had strong listening and responding skills. Almost all students spoke classical Arabic confidently. The majority of students had developed good writing skills.
- Listening, responding and reading skills were well above expectations for the majority of students studying Arabic as a second language. However, students' writing skills were less well developed.
- In English, most students produced a good standard of work in their classes. Progress was best when students were expected to produce high levels of work which required critical thinking.
- Students' results in Cambridge checkpoint examinations for Year 9 and the IGCSE results in mathematics were outstanding. An analysis of internal examination results showed at least good levels of attainment and progress in Years 7 to 11.
- IGCSE science outcomes were outstanding with variable outcomes in Years 7 to 10. Students successfully undertook investigations and carried out experiments well. There was scope to improve the levels of challenge for the most able students.

Post-16		
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	Outstanding	Outstanding
Science	Good	Good

- A majority of post-16 students had a very strong understanding of Islamic morals, values and Seerah and they linked these well to real life. They had a good understanding of Hadeeth. Their recitation and use of the Holy Qur'an verses was still underdeveloped.
- In Arabic as a first language, students were able to respond and follow instructions. They had strong listening and speaking skills, and their free writing skills were well developed.
- In English, post-16 students displayed confidence in reading and writing. They were skilled in analysing and interpreting texts.
- Most students in the AS mathematics class scored A to C grades. Students were competent in applying their mathematical skills to solve complex problems in familiar and unfamiliar learning contexts.
- External examination results in science were good for biology and chemistry. Biology results were the strongest and ahead of international standards. Results in physics were barely acceptable and below international standards. There was a very high level of enquiry in all aspects of science with effective real-life and cross-curricular applications evident. For example, these included links between biology and chemistry for enzymes and relevance of force. There was scope to translate good quality in-class performance to better external examination outcomes.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Good ↑	Good	Good

- Students were enthusiastically engaged in learning and willingly took responsibility for their learning in lessons. They were developing an awareness of their own strengths and weaknesses but this needed further development, particularly in the Foundation Stage and primary phase.
- Students collaborated well to achieve learning goals. Students in the secondary and post-16 phases communicated their learning well.
- Students were able to make connections between learning and to relate learning to the real world. This was less well developed in English lessons.
- When students had opportunities to use ICT in lessons it improved their learning. Except for Islamic Education, critical thinking was not an intrinsic part of all lessons.



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

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Outstanding	Outstanding

- Students' personal responsibility was good in the Foundation Stage and the primary phase. It was outstanding in secondary and post-16 phases. Oldest students demonstrated strong self-reliance skills and responded well to critical feedback.
- Students were highly self-disciplined, courteous to one another and to adults, and behaved very well in mature ways. Older students were outstanding role models for younger students.
- In all phases, students had very positive relationships with each other and all school staff. They were very respectful and considerate, and were sensitive to the needs of others.
- The students in secondary and post-16 phases demonstrated an excellent understanding of healthy living. They made wise choices about their own health and fitness and encouraged younger children to follow their example.
- Across all phases, students' attendance and punctuality were good.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrated a very good understanding of the impact of Islamic values on the contemporary society of Dubai, and put into practice what they learned from their awareness of Islamic values.
- Students exhibited evident appreciation for the culture and traditions of the UAE and how these influence the social life of its residents.
- Students valued well their own and other world cultures.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Good	Outstanding 	Outstanding 

- Students showed a good understanding of their expected community and environmental responsibilities. They were actively involved in their school community.
- Students had a positive work ethic, particularly at the secondary and post-16 phases. However, their initiatives and self-managed projects were limited, particularly in the primary phase of the school.
- Senior students could talk knowledgeably about the need for sustainability and conservation in the local and wider world environment.

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- Most teachers had very good subject knowledge and this led to better teaching. They understood the benefits to be gained from students being active in their learning.
- Teachers' well-developed lesson plans effectively covered content and process. Effective plenaries at the end of most lessons ensured students' mastery of topics and this influenced the delivery of the next lessons.
- Teachers successfully shared lesson objectives and outcomes with students. In the best lessons, the effective interaction between students and teachers and students and students promoted good quality dialogue and reflection.
- There was insufficient variety of activities and resources in lessons. As a consequence, the needs of all learners were not met consistently across subjects and phases.
- Opportunities for students to develop their critical thinking, reflection and independent learning skills were not evident in all lessons and this hindered students' progress in some lessons.
- In Arabic as a first language, most teachers planned their lessons effectively and were able to share this good subject knowledge at a suitable level with their students.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good 	Good	Good	Good

- There had been significant improvements to the assessment arrangements at the foundation stage. The school was measuring children's attainment against the Early Years Foundation Stage (EYFS) curriculum. The school had a rigorous and wide ranging internal assessment programme which gave teachers a clear picture of their students' strengths and weaknesses. In the Foundation Stage, each child's achievements were tracked against baseline assessment followed by ongoing assessment.
- External international test results were thoroughly analysed and as a result action was taken to modify both the curriculum and the resources needed to address identified issues.
- Assessment information was used to group students in lessons on a topic by topic basis and to match activities closely to levels of attainment and to the differing needs of individuals.
- Most students knew how well they were doing in key subjects and contributed to their own targets for learning.
- However, some teachers did not make sufficient use of assessment findings in their planning and as a result the learning needs of some students were not being met.

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good

- The curriculum had a clear rationale. It had an appropriate focus on knowledge and skills and there was a good balance between academic and personal development needs.
- There was proactive planning for grade and phase progression allowing most students to move seamlessly through the school.
- The curriculum was enriched by refinements to better meet the needs of students, including the use of tailored workbooks in English, mathematics and science, and choice of English as a foreign language (EFL), English as a second language (ESL) and English literature options.
- Cross-curricular links were evident, especially in the Foundation Stage, secondary and post-16 phases. Throughout the school the curriculum was well suited to meet the needs of students and promoted active learning and applications to real-life situations. There was scope to further develop opportunities for independent learning and critical thinking throughout the school.
- Curriculum review and development were well established through regular subject team, phase leaders and cross-phase meetings leading to good responsiveness to improvement. Good use was made of information from international benchmarks such as PIRLS, TIMSS and PISA and account was taken of the UAE National Agenda targets in reviewing and developing the curriculum. In Islamic Education, adjustments had been made to improve recitation skills for the Holy Qur'an by adding an extra lesson period.
- The school complied with the Ministry of Education curriculum guidelines for Arabic as a first language. These curriculum standards were applied appropriately. The school enriched the Arabic curriculum with extra worksheets and ICT-based language activities.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

- Curriculum modification was generally good with evidence of extra tuition being provided inside and outside of lessons for a range of identified issues, including terminology in science, mental arithmetic in mathematics and support for ESL learners, especially in the Foundation Stage. There was scope to further review the curriculum to better meet the needs of students with special educational needs to improve progress in lessons.
- Curricular choices were broad, balanced and inclusive. The school offered subject choices for external examinations where phase size made this possible. The 'taster programmes for commerce subjects in Year 9 were a special feature.
- The range of extra-curricular activities was extensive and available in all phases. These included clubs, sports and subject-related engagement inside and outside school, for example a Science Fair, Community Service, charitable activities and Qur'an Club. Commendably, there was greater than 50 per cent student participation in these activities.
- The school offered five 40-minute lessons each week to all of the 144 Arab children in the Foundation Stage. Classes for Arabs and non-Arabs were combined.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding

- The care, wellbeing and welfare of students had high priority across the school. Staff and students were aware of the school's anti-bullying and child protection policies and procedures.
- There were thorough, agreed school systems in place to ensure students' health and safety.
- The school provided a safe, hygienic and secure environment. Appropriate records were held of emergency evacuation drills and of any accidents or incidents.
- Buildings were well maintained and suitable for learning needs.
- Healthy living was part of school life and was promoted extensively.

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good ↓	Good ↓	Good ↓	Good ↓

- Staff and student relationships were a particular strength of the school.
- The school was inclusive and had effective procedures to identify students with special educational needs. These procedures were consistently evident across all phases and were particularly strong in the foundation stage.
- Students with special educational needs, and their parents, received good personal support from a dedicated special educational needs team.
- Support in class was more variable and as a consequence students' progress was not consistently good in all lessons. In some lessons, there was insufficient modification of the curriculum, or support, to ensure that all personal, social and learning needs of students were met.
- Careers guidance was effective and was appreciated by students and parents. Very good support was provided for transition between phases and to the next stage of education. Students' welfare was managed well by teachers and supervisors, with the very good help of the school's counsellors.

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> Senior leaders had a clear vision of a totally inclusive school offering a high quality of provision for all students, including those with special educational needs. Specialist leaders responsible for students with special educational needs were passionate in their commitment to overcoming students' barriers to learning and had increased their capacity and expertise to support students with complex difficulties and disabilities. The school made use of a comprehensive range of assessments and indicators to identify and classify students' special educational needs. The school was committed to early intervention. Foundation stage had very effective procedures to test and check for indicators of children's difficulties in learning and social integration. There was speedy referral to external agencies to clarify the category of special educational need and to assist with intervention techniques. Information from parents contributed significantly to the identification of students' special educational needs. Teachers' planning for lessons did not consistently address the specific needs of students with special educational needs. In some lessons, there was insufficient modification of the curriculum, or support, to ensure that all personal, social and learning needs of students were met. Monitoring was not yet rigorous enough in identifying this, and in pointing up staff development and training requirements. The school took all possible action to ensure that parents were fully involved in the evaluation of their child's progress and in the development and review of support programmes. All parents sampled were very complimentary of the communication, support and guidance provided by the school. They felt well informed and expressed gratitude for the work of the team and the inspiration and vision of the Principal. The school used a wide range of evidence to inform its judgement about the progress of students with special educational needs. Students made acceptable progress overall from their starting points, taking into account the range of their learning difficulties. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The Principal provided inspirational leadership for the school. Working closely with her senior management team she had set out a clear strategic vision for the school which took into account the views of staff, students and parents. School leaders took some good steps to share responsibilities with staff and they responded positively through showing strong commitment to the ethos and values of the school. Professional and purposeful relationships existed between staff at all levels. Communications between staff were effective. 	

- Leaders and managers were not complacent about the necessity for further improvement, particularly with regard to meeting the needs of children with special educational needs. The leadership team demonstrated a strong capacity to improve.
- Leaders had been successful in improving important aspects of the work of the school.

	Overall
Self-evaluation and improvement planning	Good

- The school's self-evaluation procedures were systematic and were implemented effectively in collaboration with staff, students and parents.
- The strengths and weaknesses identified in the school improvement plan generally matched the findings of the inspection team. Whilst senior leaders had a generally good knowledge of teaching through their procedures for monitoring the quality of lessons and by tracking the progress of students, they had failed to identify deficiencies in the arrangements for supporting some students with special educational needs.
- The schools improvement plan was a model of good practice. It focused sharply on both the school and the previous inspection report priorities. Good classroom practice was successfully shared by teachers observing each other in class.
- Clear action had been taken to address the recommendations from the previous inspection report.

	Overall
Parents and the community	Good

- Parents spoke positively about the welcoming nature of the school and the frequent opportunities they had to consult with teachers. They were very proud of the school and the support it provided to the local community.
- Regular two-way communications kept parents engaged with the school and fully aware of any developments.
- Whilst twice-yearly progress reports kept parents informed about their child's performance these did not always contain sufficient information to enable parents to support their children's next steps in learning.
- Links with other schools, school outings and the wider community impacted positively on the educational experiences of all students.




	Overall
Governance	Good

- The Board of Governors was broadly representative of the school community. Board members attended all important school events and to meet with parents and students. The school's partnership with the Board was a supportive one, with members using their expertise to guide the school.
- Members of the Board held the school to account for its performance through regular engagement with senior school leaders.
- Governors were actively involved in the day-to-day operation of the school. They ensured that all statutory requirements were met and that resources and staffing were sufficient to meet needs.

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The school operated very smoothly on a day-to-day basis with effective routines and procedures. • Teachers were well qualified and suitably deployed. The highly effective induction of new staff was a strength of the school. Teaching assistants were used effectively throughout the school. Arrangements to support and provide for both teaching and non-teaching members of staff were exemplary. Its 'Wellness' programme was a model of good practice. • The building and outside areas were safe and very well maintained. The physical structure of the school and the layout did not allow for disabled access. • Resources to support teaching and learning were good. The library was very well resourced. Each classroom had been enhanced by the addition of ICT facilities. 	

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	171	21%
	Last year	187	29%
 Teachers	74		87%
 Students	72		89%

- A minority of parents and most teachers and students responded to the questionnaires.
- Overall, responses to the surveys indicated satisfaction with the quality of education in the school.
- Only a minority of parents were positive in their views of attainment and progress in Arabic as a first language and Arabic as an additional language.
- Many felt that the amount of homework issued to their children was excessive.
- Parents and teachers strongly felt that children were safe in school but were less positive with regard to safety on the school buses.
- Three quarters of parents considered that the school dealt adequately with bullying.
- Responses concerning students with special educational needs were generally positive.
- Parents strongly agreed that the school was very well led.
- Most students surveyed felt that they were listened to by their teachers and the senior management within the school.
- Almost all teachers believed that students were happy in the school and behaved well.
- The Principal and the teachers who responded were very positive about most aspects of the life and work of the school.

*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