ACCEPTABLE

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

US CURRICULUM

AL MAAREF PRIVATE SCHOOL (LLC)

Contents

School Information

General Information		
	Location	Al Qusais
	Opening year of School	1987
	Website	almaaref.ae
	Telephone	+97142988881
	Principal	John DeFelice
	Principal - Date appointed	9/15/2017
	Language of Instruction	English, Arabic
	Inspection Dates	17 to 20 February 2020

Students		
	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1405
	Number of Emirati students	326
	Number of students of determination	27
	Largest nationality group of students	Arab

Teachers		
	Number of teachers	106
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	23
	Teacher-student ratio	1:20
	Number of guidance counsellors	2
	Teacher turnover	66%

Curriculum		
	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	Measure of Academic Progress (MAP)
	Accreditation	AdvancED
	National Agenda Benchmark Tests	MAP, Cognitive Ability Test (CAT4)

School Journey for AL MAAREF PRIVATE SCHOOL (LLC)

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020
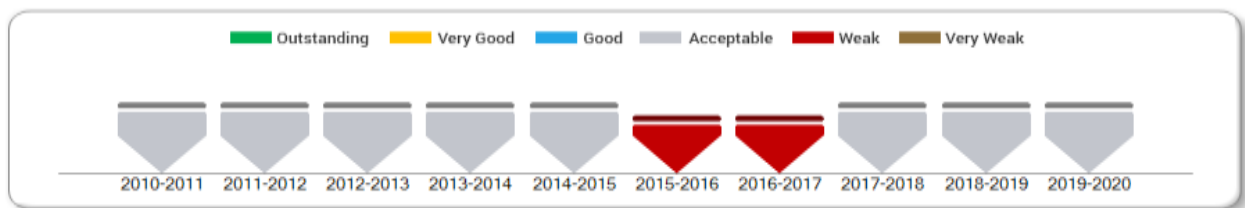
Summary of Inspection Findings 2019-2020

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

Student outcomes	• Attainment and progress are acceptable in most subjects and phases. In the Kindergarten (KG), progress is good in English, mathematics and science. Progress is also good in Islamic education, Arabic as a first language, mathematics and science in the high phase and in mathematics in the middle phase. In the elementary phase, students' achievement is weak in Arabic as an additional language. Attainment is also weak in mathematics in the middle phase. Children in KG develop good learning skills. In other phases, these skills are variable.
	• Students demonstrate positive attitudes towards learning, especially in KG and the high phase. They enjoy school and attend regularly. Not all students are punctual at the start of the day. In all phases, students are keenly aware of Islamic values and understand their impact and relevance to the UAE. Although many students show initiative, they do not have enough opportunity to develop their innovation and enterprise skills.

Provision for learners	• Teaching in KG is effective because teachers understand how young children learn. In other phases, not enough account is taken of students' actual abilities in planning learning. Although the school's assessment systems have improved, the use of this information to guide teachers' lesson planning is inconsistent. The quality of written feedback to students on how to improve their work is uneven.
	• The curriculum is reasonably well-balanced and prepares students effectively for the future. In KG, the curriculum is developmentally appropriate and meets the needs of young children. Reviews of the curriculum lead to planned interventions to close attainment gaps. While there are examples of successful modifications, adaptations to meet the needs of higher achievers or to address differences in the performance of boys and girls are limited.
	• Effective systems to manage the health and safety of students are in place. The school medical staff provide a consistent and reliable service. Students' well-being and healthy lifestyles are promoted across the school. Relationships between staff and students are generally good with students leading initiatives on anti-bullying. Although students with particular gifts and talents are identified, provision to meet their needs is variable.

Leadership and management	• School leaders are committed to inclusion and students' well-being. However, the school's self-evaluation is overgenerous and does not provide a secure basis for systematic improvement planning. Parents value their close relationships with staff. The advisory council is insufficiently independent for members to fulfill their roles as critical friends. High rates of teacher turnover are slowing the rate of school improvement, and the libraries are inadequately stocked.

The best features of the school:

- Students' good progress in Islamic education, Arabic as a first language, mathematics and science in the high phase, and in mathematics in the middle phase

- The stimulating environment provided for children in the KG that promotes good progress in all areas of learning

- Students' very good understanding of Islamic values and their relevance to life in Dubai

- The good partnerships with parents and the good arrangements for keeping students safe and promoting healthy lifestyles.

Key recommendations:

- Governors must:
  - contribute to the improvement of teaching and learning by reducing the rate of teacher turnover
  - ensure that the school libraries are appropriately resourced and provide stimulating centers for students to develop an enjoyment of reading.

- Raise attainment and progress in all subjects by ensuring that teachers:
  - make full use of assessment information to plan work that is aligned with the attainment levels of students, especially in the elementary and middle phases, and that lessons are taught as planned
  - place emphasis on the development of critical thinking, problem-solving and independent learning skills.

- Improve school self-evaluation by ensuring that:
  - all judgements of the school's performance are accurate and so form a reliable base for improvement planning
  - all improvement plans specify measurable objectives, clear timescales and the individuals responsible for the successful implementation of the plans.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Elementary	Middle	High
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good ⬆
Arabic as a First Language	Attainment	Not applicable	Acceptable ⬆	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good
Arabic as an Additional Language	Attainment	Not applicable	Weak	Acceptable ⬆	Acceptable
	Progress	Not applicable	Weak	Good ⬆	Acceptable
English	Attainment	Good ⬆	Acceptable	Acceptable	Acceptable
	Progress	Good ⬆	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Good ⬆	Good	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	⬆ Good	Acceptable	Acceptable	Good
UAE Social Studies	Attainment	Acceptable			

	KG	Elementary	Middle	High
Learning skills	Good ⬆	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

National Priorities

National Agenda Parameter

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

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

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments	**meets expectations**

- The 2015 assessment information shows that although results in the Program for International Students' Assessment (PISA) tests improved between 2012 and 2015, the school did not meet any of its targets. The scores of Grade 4 and Grade 8 in mathematics and science, in the Trends in International Mathematics and Science Study (TIMSS) tests, improved between 2011 and 2015, with Grade 4 exceeding the target set. More recently, average attainment in the NAP tests in English, mathematics and science shows some improvement, although the overall results for each grade are weak or very weak. Relative to measures of cognitive potential, students perform as expected in English and mathematics, and much better in science.

Impact of leadership	**is approaching expectations**

- The National Agenda improvement plan has appropriate aims, but the targets are not sufficiently specific to allow the measurement of success. Leaders analyze assessment information to identify gaps in the curriculum and students' learning. However, the use of this information by teachers to meet the learning needs of students in lessons lacks consistency.

Impact on learning	**is below expectations**

- Critical thinking and problem-solving are under-developed aspects of students' learning. Similarly, although when given the opportunity, students are able to carry out simple enquiries and research, their skills in these aspects are not secure.

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

For development:
- Raise students' attainment in the MAP tests in English, mathematics and science.
- Sharpen the targets and success criteria in action plans to ensure that success can be measured.

Moral education

- Lessons are not always planned to give students time to develop their own thoughts and learning skills. Few resources are used other than the textbooks. Cross-curricular links are evident in most lessons.

- The use of assessment information in lesson planning is limited. As a result, the work does not always meet the needs of different groups of students. End-of-term assessments are being developed for all grade levels.

- The scope and sequence of the planned curriculum are developing. Opportunities for independent learning, research and critical thinking are inconsistent features of the curriculum.

The school's implementation of moral education is below expectations.

For development:

Review the planning, teaching and assessment of moral education to ensure that the school meets fully the

Ministry of Education (MoE) curriculum requirements.

Reading across the curriculum

- The accurate analysis of students' performance and the provision of online reading programs in Arabic and English are beginning to improve reading skills.

- Teachers generally focus on the reading skills appropriate for each grade level. However, insufficient account is taken of students' actual skill levels, which are often below grade level, when teaching reading.

- Some improvements have been made to encourage wider reading, but there are not enough books at the appropriate reading age levels. Spaces for reading are not stimulating enough to promote the activity.

- The school reading policy does not place enough emphasis on the importance of reading in raising achievement. It does not support the development of the skills necessary for all students to access the curriculum.

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

For development:
- Train all staff on the reading strategies needed to ensure all students perform at the levels required to access the curriculum.
- Provide students with materials at the correct reading and maturity levels and create reading spaces that expand their horizons and their imaginations.

Innovation

- There is little evidence of a consistent teaching focus on innovation within lessons, either through the promotion of critical thinking or through skill development.

- The curriculum provides enrichment options, extra-curricular events and clubs. Some opportunities are provided for students to engage in developing innovative solutions to real-world problems.

- Although students engage in a variety of innovative projects and activities, the development of innovation and creativity is not a central part of teaching and learning.

- Innovation skills are not sufficiently developed across the phases, and the use of technology is variable. Opportunities for students to think critically and to solve problems are limited.

- The school is devising activities to enhance student innovation, but this is still at a basic level. Students do not have enough responsibility for the promotion of innovation.

The school's promotion of a culture of innovation is emerging.

For development:
- Ensure that teachers provide models of innovative practice and offer students opportunities to develop and apply innovation skills.
- Provide opportunities for students to plan and pursue independently their own lines of enquiry and research, including with the effective use of technology.

Main Inspection Report

1. Students' Achievement

Islamic education

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

- Students' work and assessment information confirms that the knowledge and understanding of most students are in line with curriculum expectations. Students in the high school make stronger progress than those in other phases, and girls' achievement is better than that of the boys.

- Students' understanding of Islamic values is a particular strength. Their understanding of Hadith and laws is stronger than that of the Holy Qur'an and Seerah. Although most are able to extract evidence of rulings from the Holy Qur'an and Hadith, their references to Seerah are limited.

- The introduction of the Holy Qur'an recitation program has improved students' memorization and recitation skills, particularly in the elementary phase. Although students understand the rules of recitation, their implementation is less developed.

For development:

- Ensure that students' recitation and memorization skills are consistently strong in all phases.
- Develop closer links among the Holy Qur'an, Hadith and Seerah, and encourage students to refer to these for evidence of concepts, rulings and values.

Arabic as a First Language

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

- Across the school, students' reading and listening skills are stronger and more developed than writing. Most students are able to understand a given text and respond to the questions that follow. Speaking skills develop more rapidly in the high school as students gain fluency in conversations.

- Most students' listening skills enable them to follow the teacher's instructions. While reading skills are broadly in line with expectations, students do not always read with complete understanding. In all phases, students have difficulty in using grammar accurately, in speaking and writing.

- Since the last inspection, the school has launched a number of initiatives to raise students' achievement. These initiatives, including the use of online materials, such as, 'I read Arabic', are beginning to have an impact on attainment, particularly in the elementary phase.

For development:
- Provide students with more opportunities to engage in extended conversations and independent creative writing.

Arabic as an Additional Language

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

- The attainment and progress of students in the elementary phase are well below curriculum expectations. In the other phases, most students understand short and relatively simple texts. Their ability to speak and write confidently, using standard Arabic and accurate grammar is limited but is better in the middle school.

- In the upper grades, students are able to write sentences using limited vocabulary and simple sentences. The minority are able to converse in everyday contexts. However, most students lack confidence in speaking and writing.

- Since the last inspection, there are more opportunities for students to improve their speaking skills. The use of Arabic in everyday situations is beginning to help students become more interested in learning the language. However, their progress does not match their years of learning Arabic.

For development:
- Increase students' ability to use a wider range of vocabulary in speaking, reading and writing which are relevant to their years of studying Arabic.

English

	KG	Elementary	Middle	High
Attainment	Good ⬆	Acceptable	Acceptable	Acceptable
Progress	Good ⬆	Acceptable	Acceptable	Acceptable

- Nearly all students learn English as an additional language. From low starting points, children in KG make rapid progress, particularly with listening and speaking skills. Early reading strategies are effective and are linked to the development of sight vocabulary and phonetical awareness.

- In the elementary, middle and high schools, most students attain grade level standards despite weaknesses in language development and reading. However, of particular concern is boys' varied development of these skills.

- Recent initiatives relate to the teaching of reading. Students' performance is showing modest improvement through the provision of online resources and a focus on extending their vocabulary. By the end of the high school, the majority of students are able to analyze texts and quote references to support their opinions.

For development:
- Improve the levels of reading and language development, particularly handwriting, grammar, punctuation and spelling, in all phases.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Weak	Acceptable
Progress	Good ⬆	Good	Acceptable	Good

- Progress is less positive in the middle phase than in the other phases. Assessment information indicates that many students in this phase do not reach levels of attainment that are in line with the grade-related curriculum standards. Girls make better progress than boys.

- By the later grades in the high school, most students can apply algebraic and calculus techniques to an appropriate level. Most children in KG and students in the elementary phase have an appropriate understanding of shapes and number. Calculation skills are variable, particularly in the elementary and middle phases.

- Initiatives to close gaps in students' mathematical skills, knowledge and understanding include more problem-solving linked to everyday life. These are beginning to have an impact on progress and attainment.

For development:
- Improve students' calculation skills by teaching a blend of standard methods and flexible approaches to mental and written mathematical operations.
- Ensure that all students, particularly the boys, are fully attentive to teachers' explanations and questions and apply themselves diligently to their work.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ⬆	Acceptable	Acceptable	Good

- Students make better progress in KG and high school as they utilize investigative and enquiry skills effectively. Across the school, students are developing adequate scientific skills of prediction, data collection, analysis and writing conclusions. These underpin good levels of progress in the high school.

- In the elementary phase, students are beginning to understand and apply scientific methods to develop hypotheses and collect data. In the middle phase, students make use of data bases for research and are developing their research skills. Those in the high school solve problems independently and use technology for research.

- Students are knowledgeable about their overall strengths and weaknesses, and many use their MAP scores to set their own learning goals. However, not all students know how to improve their scientific skills. Weaknesses in reading are having an adverse impact on the growth of students' understanding of scientific principles.

For development:
- Make more effective use of assessment information to enable students to set targets that are specifically related to gaps in their scientific skills, knowledge and understanding.
- Implement a strategy for improving students' ability to read and understand scientific texts.

UAE Social Studies

	All phases
Attainment	Acceptable

- Across all phases, the attainment of most students is in line with curriculum standards. The attainment of girls is stronger than that of boys. Students in the higher grades demonstrate a deeper understanding of the subject.

- Most students demonstrate a secure understanding of the geography and history of the UAE. However, their knowledge of the history and geography of the wider world is less secure. Their understanding of the national education is the strongest area of the subject.

- Students' knowledge and understanding of social studies is enriched by strong links with the UAE society and the local community. These provide a secure foundation for the future development of the subject. However, not enough use is made of assessment information to guide lesson planning and teaching.

For development:
- Expand students' knowledge and skills by providing more opportunities for them to compare their understanding of the UAE to that of a wider range of countries.
- Make more use of assessment information to ensure that work is matched to students' levels of attainment.

Learning Skills

	KG	**Elementary**	**Middle**	**High**
Learning skills	Good ⬆	Acceptable	Acceptable	Acceptable

- Almost all children in KG sustain their interest and enjoy developing their skills through active learning, both independently and in groups. They are eager to learn and use what they know in different activities. In other phases, the development of learning skills is variable.

- Most students are keen to learn. Their engagement and ability to take responsibility for their own learning is strongest in the high school. Enquiry, research and the use of technology to enhance learning are at a very early stage of development.

- Students make strong links to the UAE society and culture, particularly in Islamic education. In some subjects, although students have a knowledge of their attainment levels, for example in relation to reading ability, this rarely extends to an understanding of how to improve.

For development:
- Build on students' eagerness to learn by making them more active participants in lessons and enabling them to assess and improve their own performance.
- Encourage students to think critically, to enquire and solve problems and to use technology to present their learning.

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

	KG	Elementary	Middle	High
Personal development	Very good ⬆	Good	Good	Good

- Students demonstrate positive attitudes towards learning, especially in KG and high school. They enjoy school, and this is reflected in their regular attendance. Nevertheless, not all students are punctual at the start of the day.

- The positive atmosphere in the school is built upon mutual respect. With some exceptions in the elementary phase, most students are well-behaved in lessons and the common areas of the school. The school has taken positive steps to remedy any instances of bullying.

- Although most students have a reasonable understanding of what constitutes a safe and healthy lifestyle, many make unhealthy food choices in the school canteen.

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

- In all phases, students are keenly aware of Islamic values and understand their impact and relevance to the UAE. Students are able to give examples of values, such as respect and tolerance, that contribute to the social unity in Dubai.

- A particular strength is students' awareness of their own cultures. They are proud of their own cultural heritages and talk in detail about history, art and food. However, their knowledge of world cultures is less evident in the lower grades.

- Students' awareness and understanding of the heritage and values of the UAE is becoming more firmly embedded through UAE social studies. This understanding is enhanced by a wide range of activities, including assemblies and student-led projects.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good ⬆	Good	Good	Good

- Students generally understand their responsibilities as members of the school community. Older students are involved in a variety of charitable activities. They act as positive role models for those in the lower grades.

- Most students, particularly the girls, have a positive work ethic. When given the opportunity, many show initiatives and make independent decisions. However, students do not always have enough opportunities to develop and apply their innovation and enterprise skills.

- Students are involved in a variety of projects and initiatives, but these are often instigated by adults. Their good awareness of environmental sustainability is not reflected in the amount of litter left in the playgrounds after breaks.

For development:
- Increase opportunities for students to develop their enterprise and entrepreneurial skills.
- Encourage students to take more responsibility for litter in the school playgrounds.
- Improve students' awareness of a wider range of world cultures.

3. Teaching and assessment

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

- The large majority of teachers are new to the school this year. Teachers in KG understand how young children learn, and their skills for teaching English as an additional language are effective. Most high school teachers have secure subject knowledge and use teaching strategies that engage their students well.

- Lesson planning follows a consistent format and is linked to curriculum standards and the range of students' needs. However, insufficient account is taken of students' actual abilities in many lessons, leading to increased teacher direction and reduced independent learning opportunities.

- Teachers' questioning, particularly in the elementary and middle phases, seeks to assess understanding but rarely probes for deeper learning. Recent, whole-school initiatives to develop students' subject-specific vocabulary and improve reading skills, through online programs, are beginning to impact on learning.

	KG	Elementary	Middle	High
Assessment	Good ⬆	Acceptable	Acceptable	Good ⬆

- The school's assessment systems have improved and are linked to the curriculum standards. Tests in Islamic education, for example, now include reasoning and are appropriately rigorous. Assessment information is used to better effect in KG and in the high school than in the other phases.

- Leaders make effective use of CAT4 measures of students' potential to predict attainment in external MAP tests. This information is being used to track the progress of students and groups and to plan interventions where necessary.

- Although training in the use assessment information to guide teachers' lesson planning has taken place, practice is inconsistent. The quality of written feedback to students on how to improve their work is also inconsistent, particularly in the elementary and middle phases.

For development:
- Ensure that teachers' questioning promotes critical thinking and problem-solving.
- Improve teachers' use of assessment information in lesson planning so that work is matched more closely to students' needs.
- Provide helpful written feedback to students on their work and monitor their response to the guidance they are given.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ⬆	Acceptable .	Acceptable .	Acceptable .

- The curriculum for key subjects follows the New York Common Core State Standards, with Islamic education, Arabic, UAE social studies and moral education adhering to the MoE standards. This provides a reasonably well-balanced curriculum that prepares students effectively for the future.

- The curriculum in KG is developmentally appropriate for young children. It is balanced in terms of academic, social, emotional and physical development, and it is age appropriate. This underpins children's improved rate of progress.

- Systematic reviews of the curriculum in relation to internal and external assessment are carried out in order to identify gaps in students' learning. These are leading to adjustments to ensure that the curriculum is aligned with all curriculum standards, and planned interventions are beginning to close gaps in attainment.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ⬆	Acceptable .	Acceptable .	Acceptable .

- The curriculum meets the needs of children in KG, and there are positive examples of successful modifications to meet the needs of students of determination. Adaptations to meet the needs of higher achievers and to address the differences in the performance of boys and girls are limited.

- The curriculum provides a range of enrichment and extra-curricular activities that enhance students' academic and personal development. Some older students are engaged in developing innovative solutions to real-world problems. The introduction of science, technology, engineering, art and mathematics (STEAM) lessons, in all grades, enhances learning.

- Links with Emirati culture and the UAE society are strong aspects of Islamic education. In other subjects, lesson plans often note connections, but links are not consistently incorporated or related to the curriculum.

- Arabic is taught in KG for 200 minutes each week.

For development:
- Implement specific strategies to meet the needs of all groups of students, including higher achievers, those with particular gifts and talents and any groups identified as underachieving.

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

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

- Effective systems to manage the health and safety of students are in place, with plans for further improvement. These will include a review of the operations policy to improve the level of security, the enhancement of the CCTV system and site development in line with the Dubai Code.

- The school medical staff provide a consistent and reliable service. Well-being and healthy lifestyle choices are promoted across the school through staff-led and student-led initiatives, which are shared with parents.

- Child protection and safeguarding policies and procedures are clear and well understood. Annual training is provided for all staff, with additional online provision for mid-year appointments. However, the procedures for the monitoring of adults entering the school are not consistent.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Relationships between staff and students are generally good, with students leading initiatives on anti-bullying and kindness. Procedures to improve attendance and behavior are generally effective.

- Systems to identify students of determination and provide interventions are in place. Although students with particular gifts and talents have been identified, provision to meet their needs is limited.

- Guidance counsellors play a lead role in supporting students' personal and social development, their well-being and their career choices. This includes introducing career pathways through workshops in the elementary and middle phases.

For development:

- Improve the systems for the identification of students with particular gifts and talents and ensure their needs are met.
- Ensure that security procedures for adults to access the school are rigorous and applied consistently.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- In this inclusive school, senior leaders are committed to providing education for students of determination. Ongoing staff training is being provided to increase teamwork and the consistency of support. The new leader of inclusion is demonstrating the capacity to develop inclusive provision across the school.

- The school's revised categorization framework for the identification and support of students of determination does not include those receiving classroom teacher support. Assessment procedures are underdeveloped. This is impacting on the quality and consistency of the support provided for students.

- Through both formal and informal reporting methods, the school has improved communication links with parents. Workshops and guidance to support home learning give parents a better understanding of their children's needs. Parents are involved in progress review meetings.

- Individual education plans (IEPs) are drawn up by the inclusion team. The plans provide guidance on specific teaching strategies in lessons. Although teachers are aware and considerate towards the needs of students of determination, many lack the skills needed to adapt the work for all learners.

- Systems to track, monitor and evaluate progress and outcomes are improved and now include regular meetings utilizing a combined subject approach. However, progress is not always measured against reliable baseline assessments. Although parents are involved in reviews of progress, the students themselves are not included.

For development:
- Ensure that all students of determination are accurately identified, and that assessments of needs and support procedures are consistent.
- Provide training to improve teachers' abilities to modify, plan and implement lessons that meet students' individual needs.

6. Leadership and management

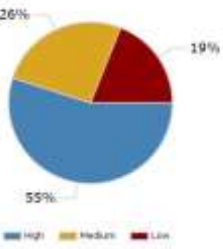|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ⬇
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Weak ⬇

- School leaders share a commitment to inclusion and to school improvement. Action to improve the quality of teaching is having a positive impact in some lessons, particularly in KG. However, much more needs to be done to ensure that the quality of teaching is consistently good in the elementary and middle phases. Most middle leaders took up their positions at the start of the school year. Training to develop this tier of leadership is bringing about improvement.

- The school's self-evaluation is over-generous because too much weight has been placed on initiatives that are not fully embedded. Also, the time needed for changes to impact on performance has been under-estimated. The school and subject improvement plans are too general and do not include sufficiently rigorous evaluative criteria. The targets set in the plans are not specific enough to provide a secure basis for improvement planning. This has delayed progress in relation to the school's improvement priorities.

- Parents appreciate the inclusive and caring ethos of the school and the relationships their children build with the staff and each other. They are satisfied with the school's open-door policy and the feedback they receive on their children's academic and personal development. The school collaborates actively with other schools and community organizations to create partnerships and additional support for students.

- The corporate governing body has involved most stakeholders in governance through the creation of an advisory council. Through reports from senior staff and the advisory council, the corporate body holds leaders to account for the performance of the school. The advisory council is heavily reliant on the school staff for members. The council is insufficiently independent of senior staff to offer the level of challenge needed for members to act as critical friends.

- Effective day-to-day management ensures that the school runs smoothly. Although there are sufficient teachers, high rates of teacher turnover are slowing the rate of improvement. While staff are provided with development training, the variability in teachers' qualifications and experience is restricting the development of more innovative approaches to teaching. The libraries are inadequately stocked to support students' independent learning and to stimulate their interest and engagement in reading for pleasure.

For development:

- Improve the quality of teaching in the elementary and middle phases so that it is at least consistently good.
- Ensure that the advisory council is sufficiently independent of the school's senior management to provide an appropriate level of challenge and support for the school's improvement.

Views of Students

Before the inspection, the views of students were surveyed. Key messages from this group were considered during the inspection and these helped to form inspection judgements.

Students No. of responses = 513	Parents No. of responses = 0
HAPPINESS OF STUDENTS AT DUBAI PRIVATE SCHOOLS - DUBAI STUDENT WELLBEING CENSUS 26% 19% 55% High Medium Low	Not Applicable

Students	• In general, students are happy and optimistic. However, their academic awareness and connections with adults at school are lower than the Dubai average. Students have less worries and enjoy positive relationships with their teachers and their peers. Although bullying rates are slightly higher than the Dubai average, the large majority of students say they feel safe at school. This concurs with the inspection findings.
Parents	• Not Applicable

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae