



Sheikh Rashid Bin
Saeed Islamic Institute

 Curriculum: MOE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Dubai Academic City
Type of school	Private
Opening year of school	2002
Website	www.rid.ae
Telephone	00971-4-3688532
Address	Dubai Academic City, Dubai. UAE. PO Box 74544
Principal	Dr. Ahmed Mohammed Noor AlMuhairi
Language of instruction	Arabic
Inspection dates	13 to 15 February, 2017

Teachers / Support staff	
Number of teachers	24
Largest nationality group of teachers	Egypt
Number of teaching assistants	0
Teacher-student ratio	1:5
Number of guidance counsellors	1
Teacher turnover	4%

Students	
Gender of students	Boys
Age range	12 - 18
Grades or year groups	Grades 6 - 12
Number of students on roll	124
Number of children in pre-kindergarten	Not Applicable
Number of Emirati students	124
Number of students with SEND	2
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	MoE
This might be deleted	MoE
Main curriculum	
External tests and examinations	UAE NAP
Accreditation	Not Applicable
National Agenda benchmark tests	UAE NAP, CAT4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

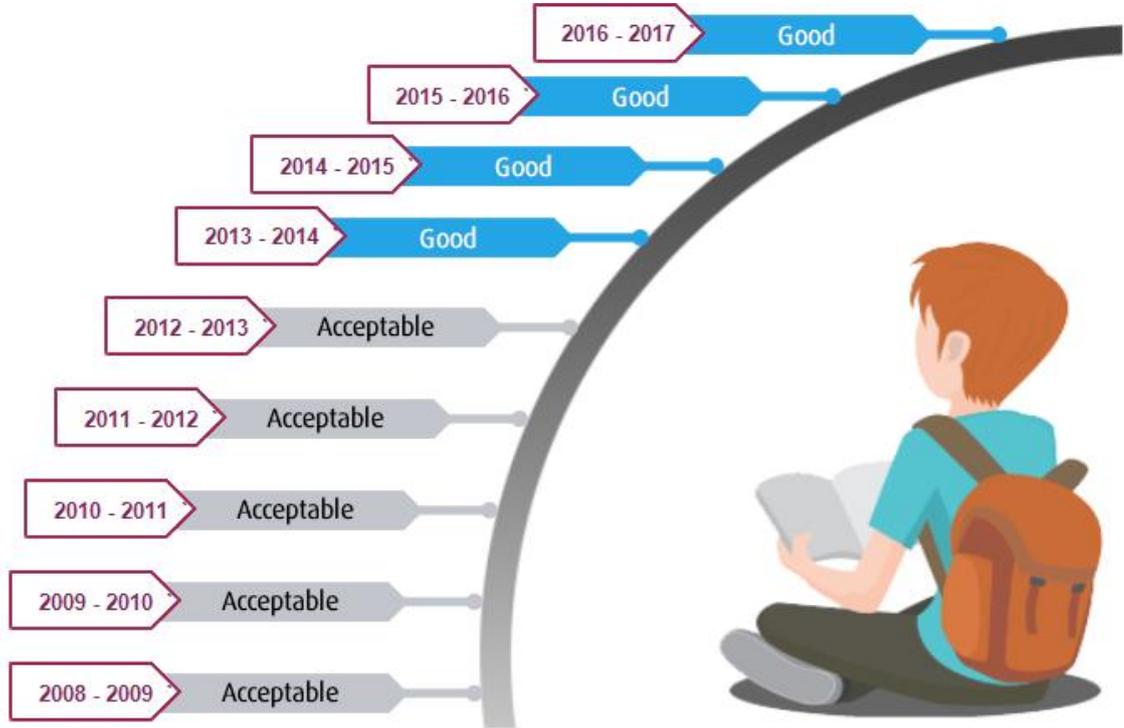
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Sheikh Rashid Bin Saeed Islamic Institute



- The school opened in 2002 and since its opening has maintained a stable enrolment of students who are all citizens of the United Arab Emirates (UAE). When the school was first inspected, it had an acceptable overall performance rating, but this moved up to good in the 2013-2014 school year and continues to be so.
- The key strength of the school over the past three years has been the strong learning outcomes especially in Arabic, Islamic education and science. In addition students' good behaviour, work ethic, attitude towards learning and positive relationships have also been reported.
- Recurring recommendations from the inspection reports include improving identification and support for students with special educational needs and disabilities (SEND) and providing students with enough challenge to enable them to improve their progress in all subjects.

Summary of inspection findings 2016-2017



Sheikh Rashid Bin Saeed Islamic Institute was inspected by DSIB from 13 to 15 February, 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

The overall quality of education provided by the school is good

- Students' attainment and progress are good in most subjects. In Islamic education, they are very good. The development of students' learning skills is good across the school. The development of their research and critical thinking skills are at an early stage.
- Students are responsible and very well behaved, especially in Cycle 3, where they are kind and considerate towards younger students. Students' personal and social development and their understanding of the culture and the history of the UAE are very good. Their awareness of environmental issues and their involvement with the community are good.
- The quality of teaching is good across the school. Assessment is good, although teachers are still at an early stage of developing their skills in analysing and using assessment information to monitor and support students' learning.
- The curriculum continues to provide a good framework for all students' learning. However, assessment information is not sufficiently used to modify the curriculum and adapt teaching strategies to meet the needs of all groups of students.
- The safety and protection of students is outstanding. The levels of care for students' safety, and the support for their well-being, are good across the school. Notable improvements have been made in the provision for students with SEND but the overall provision is still of an acceptable quality.
- The effectiveness of the senior leadership team and governors is good. School leaders relate well with one another, with staff and with governors. Parents are kept well-informed and consider themselves as partners in the education of their children.

What the school does best

- Students' very good attainment and progress in Islamic education and their good attainment and progress in the other subjects.
- Students' very good and outstanding attitudes, behaviour and relationships in Cycles 2 and 3 respectively.
- Students' pride in their Emirati culture, values and heritage.
- The school's outstanding arrangements to keep students healthy and safe.

Recommendations

- Raise the level of challenge for all groups of students to enable them to make very good or better progress in all subjects by:
 - ensuring that the curriculum is better adapted to the learning needs of the different groups of learners
 - improving the quality and consistency of differentiation of teaching through better analysis and use of students' assessment information
 - increasing the opportunities for students to learn more innovatively and independently using technology.
- Ensure students with SEND make good or better progress by:
 - improving the identification processes so all students are appropriately identified
 - creating more detailed Individual Educational Plans (IEPs) which identify specific learning targets
 - providing more tailored modification and support.
- Ensure that the governing body holds the school leadership to account, especially in enabling students to have higher aspirations and in helping them consider wider career options through entrepreneurship and enterprise.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment based on the National Agenda Parameter benchmark test meets expectations in Arabic, English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Data generated by the National Assessment assessments are analysed and the school is using the information to adjust aspects of the curriculum. Following the analysis, students who are identified as requiring extra help or extra challenge are given additional support. The outcomes of the Cognitive Abilities Tests (CAT4) are yet to be fully analysed.
- The curriculum in the school is linked closely to the requirements of TIMSS and PISA. An action plan has been produced to support those students who will be taking tests in TIMSS and PISA in the future. In addition, the school is making use of similar tests to those used by IBT to support students' preparation.
- Teachers have begun to adjust their teaching with the move towards more open-ended tasks and the use of open questioning. These changes are at an early stage of development and not yet fully implemented. The school is improving the provision of activities that link subjects in the curriculum and relate to the real world.
- Across the key subjects, there is a recognition of the need to develop research skills through investigation and enquiry. The use of technologies is currently restricted by the unreliable infrastructure.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Overall school performance

Good

1 Students' achievement

		Cycle 2	Cycle 3
Islamic education 	Attainment	Very good	Very good
	Progress	Very good	Very good
Arabic as a first language 	Attainment	Good	Good ↓
	Progress	Good	Good ↓
Arabic as an additional language 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
English 	Attainment	Good ↑	Good
	Progress	Good	Good
Mathematics 	Attainment	Good	Good
	Progress	Good	Good
Science 	Attainment	Good	Good
	Progress	Good	Good
		Cycle 2	Cycle 3
Learning skills		Good	Good

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
Social responsibility and innovation skills	Good	Good

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding 	Outstanding 
Care and support	Good	Good

6. Leadership and management

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

Main inspection report



1. Students' achievement

 Cycle 2		
Subjects	Attainment	Progress
Islamic education	Very good	Very 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, a large majority of students attain levels that are above the curriculum standards. They have solid recitation skills, knowledge of Hadeeth, Fiqh, Islamic etiquettes and Islamic morals. They can link learning to real life situations well. Their ability to quote Qur'anic verses in discussions is strong. A large majority of students make very good progress in understanding the types of prayers and fasting in Ramadan. In addition, their progress in Fiqh and Islamic principles and values is evident. The progress of the different groups of students is, however, inconsistent.
- In Arabic language, a majority of students attain levels that are above the curriculum expectations. They show strong listening and speaking skills. Their reading aloud is good but only limited to familiar topics. Free creative writing skills are not strong enough due to the limited opportunities students receive to develop them. The majority of students make better than expected progress in listening and speaking skills. Their creative writing skills are developing but inconsistently across the different groups of students.
- The majority of students achieve good attainment and make good progress in English. Their oral skills are more developed than their writing skills due to an imbalance in the range of activities they receive. They have been able, however, to improve their attainment levels through participation in highly engaging work. Their NAP data results also show that they have performed above their peers in Dubai and the UAE over the past three years.
- In mathematics, the majority of students attain above the Ministry of Education (MoE) curriculum expectations for their ages. Their attainment shows consistent improvement over time. Progress in lessons and over time is at least good. Students in Grade 6 solve simple equations and higher achievers work on more complex examples improving their proficiency and fluency. Students make better than expected gains in their knowledge and skills. They apply mathematics to solving problems in real world contexts. Progress of students with SEND is slowed by lack of involvement in appropriately challenging tasks.

- In science, the attainment and progress of a majority of students exceeds the MoE curriculum standards and age-appropriate expectations. Students' attainment has improved significantly over the last three years. NAP test results indicate well above achievement, compared to the UAE and Dubai averages. Students develop their knowledge, skills and understanding positively as practical investigations engage and challenge students. As a result they develop a clear methodology which includes appropriate controls for an investigation, a hypothesis, observation and accurate measurement of results. In addition, they tabulate data and produce valid graphical representations to support their results.

 Cycle 3		
Subjects	Attainment	Progress
Islamic education	Very good	Very 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, students' attainment is very good. The large majority have a strong knowledge and understanding of Seerah, Qur'anic studies and Islamic principles. They provide evidence from the Holy Qur'an for creative thinking and demonstrate strong recitation skills. Although the progress of the different groups of students is inconsistent, the large majority make strong progress in their knowledge, understanding and skills in relation to learning objectives. Their progress in developing recitation skills and understanding of Fiqh, Hadeeth and Islamic principles is rapid.
- The majority of students show knowledge and skills in Arabic language that are above curriculum expectations. They correctly read familiar texts, and their listening and speaking skills are strong. However, their writing is less developed due to the limited opportunities to practice this aspect. They make good progress against the learning objectives in most lessons. Their progress is good in listening and speaking skills. Progress in reading of familiar texts is rapid but slower in reading comprehension and creative writing. The progress of different groups of students is inconsistent.
- In English, the majority of students demonstrate secure oral skills, good writing skills and high confidence in their presentation skills. Their understanding and application of grammar and sentence structure is not as well developed. The scores on the NAP tests show that they do better than their peers in Dubai and across the UAE. The different groups of students do not make consistent progress although their progress overall is good.
- Students' attainment in mathematics is good. Measured against other students nationally, they perform at a level that is above expectation. Students develop their understanding of mathematics and its processes, working with confidence and competence to successfully complete the set tasks. Grade 12 students improve their understanding further through evaluating each other's work and justifying their decisions. The good progress they make in lessons is also seen in their development over time. Across the cycle, some students could benefit from work on more challenging tasks.

- The majority of students in science attain well and make better than age-appropriate progress compared to the MoE curriculum standards. Their knowledge base is developing well. They select facts and knowledge to explain phenomena and apply simple models or enquiry strategies. They interpret and use scientific concepts from different disciplines and apply them directly. They develop short statements using facts and make decisions based on their scientific knowledge. Consequently, students' results on the MoE examinations in Grades 11 and 12 are particularly strong compared to UAE and Dubai averages.

	Cycle 2	Cycle 3
Learning skills	Good	Good

- Students' engagement and responsibility for their own learning are strong across the subjects. They are highly motivated, enthusiastic and eager to learn. They work independently for relatively long periods of time, especially when the lesson is not excessively teacher directed. For example, in science, students learn independently carrying out practical investigations in their groups. They take the initiative and are eager to complete their activities.
- When given the opportunity, students work in groups and collaborate to support one another. They share resources and ideas freely. Their communication skills are strong in both Arabic and English, which enables them to help each other in their learning and ensure interactions are constructive.
- Students across both cycles connect their learning to the real world and to their own lives in response to the teachers' prompting. They build on their prior learning particularly when the teacher starts the lesson with links to a previous sequence of topics. Students' ability to connect areas of learning independently is still a developing feature of their learning skills.
- Students' ability to conduct independent research is developing well, especially in science. The school has introduced innovative ideas to classes, but students' ability to innovate independently is at an emergent level. In science, a key investigative focus is to consider improving the sustainability of the UAE environment. Students use computers to do basic research but this is not consistently extended to enquiry or problem-solving.

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding

- Students throughout the school show responsible attitudes towards learning, to their peers and to all staff. It is evident that students consistently work together and support each other in class. They receive feedback openly from teachers which moves them forward in their learning. Students in Cycle 3 show strong leadership skills.

- The school has a strong ethos of cooperation and commitment. Across both cycles, students behave respectfully towards each other and all adults. The school’s behavioural expectations are clear and communicated to the students and their parents. Instances of bullying are very rare and dealt with quickly if they occur. Older students are very good role models for the younger ones.
- Students across both cycles build very positive relationships. There are examples of students helping each other including, during break times and throughout the school.
- Students understand how to stay healthy, and they get support from the school nurse and from teachers through some aspects of the science curriculum. Students in Cycle 3 prepare assemblies and share and present their work with high confidence.
- Recent data show that students' attendance at school is very good overall. Absence from school is rare; most students enjoy coming to school. Transitions through the school and between lessons are handled very efficiently with minimal learning time being lost.

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good

- Students in both phases of the school demonstrate very good understanding of Islamic values and how these influence society and people's lifestyles in the UAE. They discuss several examples of modern governmental initiatives that are rooted in Islamic values, such as tolerance and giving.
- Students highly appreciate the heritage and the culture of their home country, the UAE. Students' projects demonstrate that level of appreciation. They show confidence in discussing main cultural events in the UAE such as the 'Qasr Al Hosn' festival in Abu Dhabi.
- Students across the school understand their own culture very well and know the position of the UAE in the world. Although they appreciate cultures other than their own, their understanding of world cultures is developing.

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good

- Students know the importance of taking responsibility and fully embrace their roles at school. When they get the opportunity, they willingly contribute to initiatives proposed by the school. Students take a leading role in organising morning assemblies. The student council is an active part of student life, contributing to school policies.
- Students have a strong work ethic. They appreciate the value of completing tasks to the best of their ability. They recognise that being active participants in school initiatives helps prepare them for future roles in the wider community. Part of their involvement in community activities is the good support they give to Dubai Cares.

- Students have a good level of environmental awareness. They are instrumental in encouraging power saving around the school by creating signs about turning lights off. Students are successful when entering external environmental competitions. They show care for their own environment and support recycling initiatives.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- Most teachers in most subjects have a thorough subject knowledge. The better teachers have a secure and confident understanding of methods to engage students in learning. In the better lessons, such as in Islamic education and science, teachers allow students to learn actively through well-planned, hands-on practical activities. In a few other lessons, teaching is didactic and structured, with little adaptation of approach.
- The quality of lesson planning is variable. In the best lessons, skilful, effective planning fully engages students in learning. In these plans, the steps to achieve lesson objectives are identified and there is appropriate differentiation to take account of the needs of students within the class. A good range of activities and resources to support the understanding of difficult concepts is evident, especially in Islamic education and science. Most lesson planning, however, does not meet these required standards.
- Teachers' questioning techniques vary across the school. Some questioning is challenging and encourages individual students to think critically. More typically, questions are used to check students' superficial knowledge of facts; questions are not probing enough to encourage deeper thinking and understanding. Only a few questions are used to determine students' levels of understanding, or to generate further levels of discussion and dialogue.
- In the better lessons, such as in Islamic education, teachers differentiate their instruction to meet the learning needs of the different groups of students. In the other subjects, the use of a range of resources to challenge all learners and promote active learning is seldom observed. Too often, expectations for the most able students are set too low, and there is a lack of effective support for those who find learning difficult.
- Only in a few subjects, teachers provide students with opportunities to learn and investigate independently. However, in Islamic education, questioning consistently promotes critical thinking. Teaching to develop students' innovative and problem-solving skills is still in its early stages. In mathematics, lessons tend to focus on problem-solving rather than on the acquisition of higher-order thinking skills.

	Cycle 2	Cycle 3
Assessment	Good	Good

- Islamic education and Arabic have internal assessment processes that provide information to evaluate students' performance. The data, however, is not consistently reliable and does not measure students' progress. In English, mathematics and science, the use of the Ministry of Education tests provides a check on attainment, but the resulting data analysis is not used to produce a comprehensive tracking system of students' progress.
- The school uses the NAP tests for benchmarking so that comparisons can be made between the students in the school and their peers in Dubai and the UAE. Results of these assessments are analysed to identify patterns of attainment and potential areas for adjustment to the curriculum and teaching.
- The assessment team in the school provides reliable information based on the NAP tests and the internally-assessed Ministry tests. The different departments use this information to evaluate students' performance but not in sufficient depth to securely track the progress of students over time.
- The school's analysis of assessment data has an impact on lesson planning and helps teachers modify the curriculum appropriately for the different groups of students. In all subjects, the assessment information enables teachers to plan for almost all groups of students to enable them to make sufficient progress.
- Teachers have good knowledge of their students and their strengths and weaknesses. They help students improve by supporting them and telling them what to do next. Although verbal comments are frequent, there are inconsistent and minimal written comments for students to guide them towards their next steps for development. Students make effective use of peer and self-evaluation in lessons.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good

- The school curriculum is based on the MoE guidelines and the textbook is used as the main document. The curriculum is balanced and relevant and has rationale. In addition, it meets the MoE requirements and compliances and is supplemented by some additions to improve its alignment with the school's vision and mission.
- The curriculum is well designed and planned to ensure continuity and progression. There are smooth transitions in content through the grades and cycles. Effective progression is evident in most subjects through the logical scope and sequence of activities. The focus of the planning is to prepare students to move to their next stages of learning in the school or on to higher education.

- The school offers one activity lesson every week across both cycles. This is planned and delivered to give students some choice from a range of activities such as arts, sports, computer studies, robotics and drama. Also, it offers projects to ensure that students can develop their personal and social skills. However, the school still offers limited opportunities to meet students' interests and career pathways.
- There are planned cross-curricular links across most lessons in both cycles. In Islamic education, students make strong links with social studies, science and Arabic. In addition, there are strong links to real life. This gives students opportunities to make connections between subjects and enhance their own learning.
- The school reviews the curriculum periodically in all subjects. The review fills the gaps in content and skills, based on students' international assessment results. This is evident, for example, in the English curriculum where the school fills in the gap in Grades 6 and 8 with respect to punctuation.
- Social studies is taught as a stand-alone subject and follows the MoE curriculum and textbooks. It is taught from Grade 6 to Grade 12. It is strongly linked with other subjects, especially Islamic education and Arabic, as evidenced in students' work samples. Teachers have a solid subject knowledge and plan their lessons carefully to ensure that students develop research and collaboration skills. Formative and summative assessments follow the same process for other subjects in the school.

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- Modifications tend to be made by using graduated worksheets with the resultant differentiated expectations. Teaching is directed to all students, but those with SEND can be on the fringe of the teaching. Any modifications to meet students' needs are not monitored closely enough to ensure that the work better matches their abilities. Some students are challenged well, but it is not c in all lessons.
- The school uses a range of high quality textbooks to enhance the curriculum in social studies, Arabic and in Islamic education. There is a close link, especially in science lessons, between the taught curriculum and the impact the knowledge has on students' personal development. The school organises a broad range of supplementary activities to support the curriculum.
- The Arabic and Islamic curricula are strong and often key aspects of the culture, values and UAE history are added to a range of lessons. Social studies and Islamic studies, for example, often refer to national and global issues. Learning themes, displays in corridors and assemblies provide opportunities for students to study world issues and to gain understanding of other countries and cultures.

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has a comprehensive, annually updated child protection policy. All stakeholders are fully aware of the policy and its impact on keeping all students safe. Students are always very well supervised on school premises and school buses.
- The school provides students with healthy breakfast and lunch daily. The school nurse measures students' body mass indices (BMIs) and creates an individual exercise plan for those with obesity issues. All areas of school are covered by cameras. A security guard controls and records all who enter and leave the school premises.
- The physical buildings are well maintained and records of incidents and actions are well documented. The school is well equipped with fire hoses, extinguishers and fire alarms that are regularly checked and maintained.
- The school's excellent physical environment meets the needs of all learners. There are two elevators which are available for use by students with mobility issues. In addition there are ramps that provide access to all areas. There are accessible toilets for all groups of students when needed.
- The health and safety of all students are a priority for the school leadership team as evident in the school plans. The school nurse promotes healthy lifestyles among students by providing them with information through seminars on healthy eating and the benefits of exercise.

	Cycle 2	Cycle 3
Care and support	Good	Good

- The quality of relationships between students, and between staff and students, are very good. All parts of the community trust the school and engage with its aims. Teachers know their students and care for them. Student behaviour is very good throughout the school and students are respectful to all adults.
- The school has effective procedures to promote attendance. Punctuality is very good and students are hardly ever late for lessons. The counsellor follows up absences and ensures the welfare of all students is as good as it can be. He is ably supported by the school nurse who monitors the emotional welfare of students and their health.
- The new leader of SEND is establishing secure procedures for the identification of students with SEND. The result is that the strong procedures identify accurately both need and potential provision. There is not enough involvement of the students in their assessment of need and the work of the gifted and talented students is not as developed.

- The modifications to the curriculum for SEND are not consistently effective. Once a need is identified, tailored support for that individual is put in place to meet his needs more closely and accelerate progress but not yet systematically. The students who are regarded as gifted and talented have opportunities within school to excel and take their interests further.
- The well-being, health and personal development of all students is routinely monitored by the school counsellor and nurse. The procedures for encouraging healthy living are well established. Students know who to turn to when faced with difficulties. The school is effective in providing careers guidance which enables older students to make informed choices about higher education.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The new leader of SEND has brought new skills, knowledge and enthusiasm to the school. He is developing teachers' knowledge of the individual needs of students and how these can best be met. He has ensured that the register of students is accurate and that teachers are gaining knowledge of how best they can support students and modify the curriculum to suit all their needs.
- Identification begins early in a student's life at the school. A range of diagnostic resources is used as well as observations from teachers and parents. The IEP is created and this is the key document in identifying the needs, resource implications and, importantly, what the student thinks will be best for him. IEPs are not fully individualised for each student.
- The parents of students with SEND, are especially pleased with the new leadership and feel it brings strength and knowledge to the school in the drive to ensure that all students achieve their potential. They express confidence that improvements to provision will be made.
- The identification procedures are not specific enough to ensure that modification within the classroom is well informed to closely meet students' needs. The involvement of students in the process of target setting is not given sufficient priority. Students are developing their skills of working independently and these are essential to developing good attitudes towards study.
- Students make variable progress and the school does not have robust systems to measure outcomes. However, they are developing their self-esteem, confidence and contribution to class and group work.

6. Leadership and management

The effectiveness of leadership

Good

- School leaders set a clear vision and mission that are rooted in Islamic values and the UAE culture. They are all committed to UAE priorities, as is evident in the school's improvement plans. They involve all stakeholders, including parents, in activities that reflect the school's vision and contribute to its mission. School leaders demonstrate a commitment to inclusion.

- Most school leaders understand the MoE curriculum and what makes effective teaching. They monitor teaching, learning and assessment using electronic rubrics of a unified format. The learning environment they set is positive and conducive to students' learning and their personal development.
- School leaders have been successful in creating a family atmosphere while keeping relationships professional and communication effective. Morale throughout the school is positive because staff feel they all share the responsibility for the performance of students. The roles of school leaders at all levels are not sufficiently defined and identified, which has a negative impact on the clarity of lines of accountability.
- The school's improvement plans are closely linked to the inspection framework and that gives leaders a clear picture of what they need to improve. They have successfully introduced some innovative ideas, projects and activities into several aspects of school life. Innovation is still, however, not a strong feature of students' learning experiences.
- School leaders respond well to recommendations of inspections and always make them a priority. They have been successful in developing certain areas of the school over time and in ensuring that it continues to be fully compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning	Good
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- The school has an ongoing system of self-evaluation that is checked at the end of each term and follows the DSIB performance indicators. The self-evaluation process results in school improvement plans. The school has systems in place to monitor the implementation of these plans. However, the school does not sufficiently monitor the impact of these plans on student outcomes.
- The senior leadership team and the heads of departments monitor the quality of teaching and learning in the school. They understand well that effective teaching has a direct impact on students' outcomes. The school, however, does not sufficiently use student achievement scores as a main driving force in modifying teaching and learning.
- The school improvement plans are based on an ongoing self-assessment process. The school evaluates the implementation of the improvement plans through a structured time-frame monitoring process. The impact of improvement planning is not consistently measured.
- The school has addressed the recommendations from previous inspection reports which has improved some aspects of performance. Not all the improvements are embedded and systematic. The school is maintaining an overall good level of performance over time.

Partnerships with parents and the community	Good
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- The school is successfully involving parents in decision-making that impacts on their children's education. For example, parents are sharing their expertise and working with staff to fully implement the new MoE curriculum. The school also listens to their concerns, such as, the length of the school day and the options available to reduce it.

- Parents are highly satisfied with the school's open-door policy and the effectiveness of communication with the school leaders on their children's learning and personal development. The school uses different and effective methods to communicate with parents including emails, letters, social media and others.
- Reporting to parents on their children's academic progress and personal and social development is regular and keeps them well informed. Parents believe that the three reports they receive per year on their children's academic outcomes are sufficient to keep them updated.
- The school has built partnerships with the local and national communities including other schools in Dubai to enrich students' learning experiences. These include visits to places such as the Museum of the Future. The school has not yet built partnerships with entities or organisations at the international level.

Governance	Good
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- The governing body now includes representation from parents, students and staff. Members of the body visit the school often and meet as a board several times a year to discuss issues related to the school. The board members closely monitor the school's performance and respond constructively to concerns and suggestions from parents and students.
- Members of the governing body bring a range of knowledge and expertise to the group, providing students with a diversity of learning experiences. They monitor the school closely and hold the senior leaders to account for students' outcomes. They do not, however, play a sufficient role in encouraging the school leaders to work on raising students' aspirations through entrepreneurship and enterprise.
- The governors believe that they are fully responsible for the school performance and contribute lots of innovative ideas to help students enrich their learning experiences at school. They, for example, made the suggestion to create a team called the "Year of Giving" team, to align students' contributions to the community with the priorities of the UAE.

Management, staffing, facilities and resources	Good
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- The effective day-to-day management of the school is led by the principal and the deputy principal. The school's timetable ensures students do not lose substantial learning time between lessons.
- Most of the teaching staff have suitable qualifications and are adequately deployed to optimise students' achievement. The school has enough non-teaching staff, including a social worker and a guidance counsellor.
- Although some of the classrooms could be improved, the hallways and other common areas are stimulating. The computer lab is used well to enable students to carry out research in the different subjects. The elevators in the building allow full access to all staff and students.
- The school is well stocked with resources but these are unevenly distributed among the departments. The school has plans to update its infrastructure by improving the wireless network and by bringing in more learning technologies, such as tablets and laptops but these plans are yet to be implemented.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	60
	2015-2016	17
 Teachers	26	
 Students	47	

*The number of responses from parents is based on the number of families.

- Almost all parents who participated in the survey are supportive of the school and the school senior leadership team. A few parents complained about the long school day and that their children arrive home too late and, therefore, have no time for homework or other activities.
- Most students who responded to the survey are satisfied with the different aspects of school life. A few of them complain about the lack of healthy food and drinks at school and the length of the school day.
- Almost all teachers are fully supportive of the school and have a high level of job satisfaction. They feel they are all responsible and accountable for school performance and that the senior leadership team listens to them and treats them well.

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