


Al Eman Educational Est  
( Al Eman private School )

 Curriculum: MOE

Overall Rating:

Acceptable



"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	Al Rashidiya
Type of school	Private
Opening year of school	1973
Website	www.emanschooldubai.com
Telephone	0097142858589
Address	P.O. Box No 10003, Dubai, U.A.E Rashidiya, Khawaneej Road
Principal	Yasser Hussain Hamid
Language of instruction	English, Arabic
Inspection dates <sup>3</sup>	23 to 25 January 2017

Teachers / Support staff	
Number of teachers	42
Largest nationality group of teachers	Egyptian
Number of teaching assistants	5
Teacher-student ratio	13
Number of guidance counsellors	1
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	3 -14
Grades or year groups	KG 1-Grade 9
Number of students on roll	498
Number of children in pre-kindergarten	NA
Number of Emirati students	149
Number of students with SEND	60
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MOE
External tests and examinations	UAE NAP
Accreditation	NA
National Agenda benchmark tests	UAE NAP



## 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.

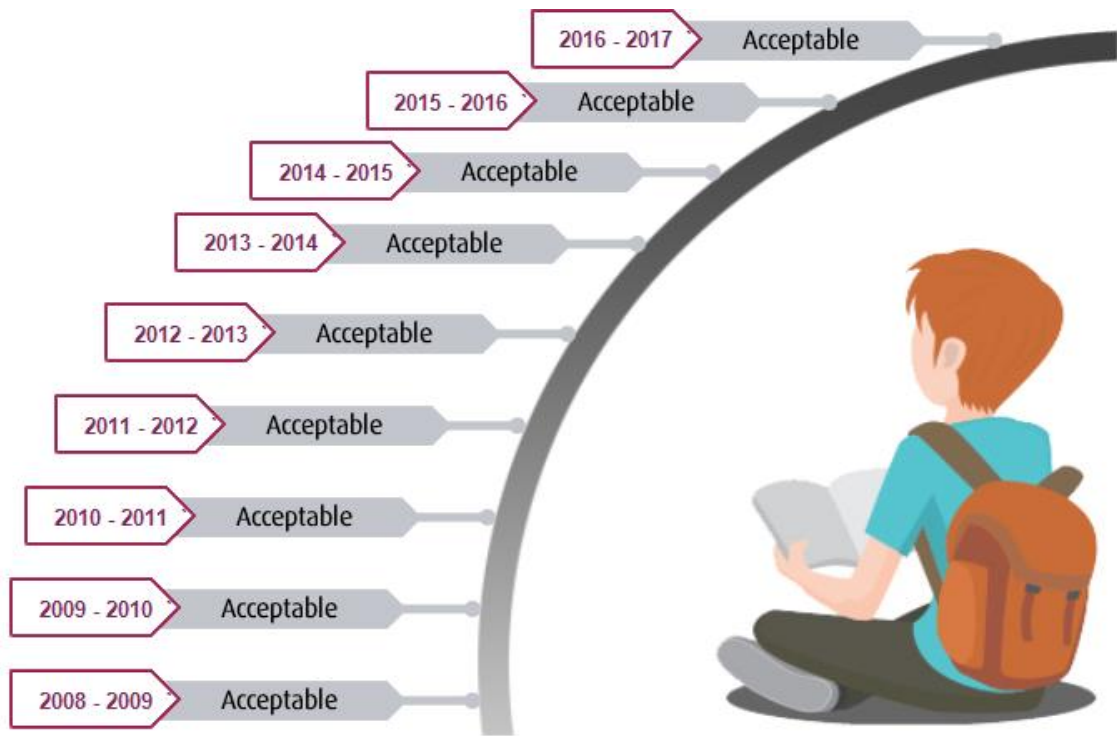
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### 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.

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

## Inspection journey for Al Eman Private School



- The school opened in 1973. The principal has been in post for nearly a year. The largest group of students are drawn from the Arab community. Nearly a third of students are from the Emirati community. Almost all the teachers are from Egypt. Student numbers have increased slightly in the last three years.
- The previous inspections acknowledged students' good levels of attainment and progress in Islamic education, their understanding of Islamic values and Emirati heritage and the provision for students' health and safety.
- Recommendations since 2013 have focused on the improvement of teaching, assessment, the provision for students with special educational needs and disabilities (SEND), leadership, and self-evaluation.

## Summary of inspection findings 2016-2017



**Al Eman Educational Est (Al Eman Private School)** was inspected by DSIB from 23 to 25 January, 2017 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are acceptable in most subjects. In the Kindergarten (KG), children's attainment and progress in Islamic education are good. Students' progress in Islamic education is good in Cycles 1 and 2. Students' progress in Arabic in Cycle 2 is also good. The development of students' learning skills is acceptable across the school. Students' research and activities to develop their critical thinking are at a very early stage.
- Students are responsible and well behaved, especially in Cycle 2, 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 United Arab Emirates (UAE) are good. Their awareness of environmental issues and their involvement in and with the community are acceptable.
- The quality of teaching is acceptable across the school. Teachers' skills in gathering, analysing and using assessment information to monitor and support students' learning are weak in Cycles 1 and 2. Assessment practice is acceptable in the KG.
- The curriculum continues to provide an acceptable framework for all students' learning. However, assessment information is not used to modify the curriculum and adapt teaching approaches to meet the needs of all groups of students.
- The safety and protection of students remain good. The levels of care for students' safety, and the support for their well-being, are acceptable across all phases. Notable improvements have been made in the provision for students with SEND, and the overall provision is now of an acceptable quality.
- The effectiveness of leadership and governance is acceptable. School leaders relate well with one another, with staff and with governors. Their self-evaluation processes and improvement planning are still not sufficiently effective. Parents are kept well-informed and consider themselves as partners in the education of their children.

## What the school does best

The school:

- develops students' pride in the Emirati culture, values and heritage
- encourages students' good attitudes, behaviour and relationships across the school
- creates positive partnership with parents and the community
- enables students to make good progress in Cycle 2 in Arabic, particularly in their writing skills.

## Recommendations

- Improve the effectiveness of teaching across all phases, by providing high quality training for all teachers, so that they:
  - create more opportunities for students to work collaboratively, and develop their critical thinking alongside skills of enquiry, independence and research
  - plan challenging lessons using information about students' prior learning and adapt their lessons to meet the needs of all groups of students.
- Develop a coherent and comprehensive assessment process that incorporates national and international benchmarking to measure students' progress accurately.
- Ensure leaders at all levels:
  - use the UAE School Inspection Framework to evaluate accurately the work of the school
  - systematically monitor all aspects of the work of the school in order to take appropriate action to bring about improvements
  - write a development plan focused on improving student outcomes, with measurable and realistic improvement targets, which is reviewed and monitored regularly for its impact.

## 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 their targets:

- The school meets the registration requirements for the National Agenda Parameter
- Students in the school have not completed assessments in any National Agenda Parameter test. There is, therefore, insufficient valid data available to make judgements against international benchmarks on the attainment in English, mathematics, and science.
- No analysis of international data has been completed. The students currently in Grades 4, 6 and 8 have taken part in the CAT4 test. There has been little dissemination of the outcomes. The school is registered for the National Assessment Programme (UAE NAP) but, at the time of the inspection, no students had taken the assessment.
- Some broad alignment is in place as a result of analysing the style of questioning in the TIMSS and PISA tests. There is an increasing emphasis on problem-solving and an awareness of the need to promote critical thinking. In mathematics, teachers are linking work more closely to the real world, modelling UAE buildings as part of measurement. Activities in English and science are encouraging more investigation and research as part of the broader curriculum.
- Staff training focuses on questioning techniques, recognising the need to challenge students and encourage thinking skills. In science, for example, students are asked to consider locating a nuclear power station in the Emirate, researching areas and determining the most suitable outcome. However, overall, the adjustments to teaching strategies are limited and require further changes to meet the demands of the National Agenda. There is only a small number of examples of high quality activities designed to prepare students to meet future targets.
- Resources are limited although students do have access to the small school library. The access and use of modern technologies is not a strong feature of the curriculum. Students take part in research activities but less frequently across key subjects which is necessary to develop the required skills.







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



Overall school performance

Acceptable

1 Students' achievement

		KG	Cycle 1	Cycle 2
Islamic education 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑
Arabic as a first language 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Learning skills		KG	Cycle 1	Cycle 2
		Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

## 3. Teaching and assessment

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Weak	Weak

## 4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑

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

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑


## 6. Leadership and management

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

# Main inspection report




## 1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, the majority of the children attain levels that are above curriculum standards. Children can list the five pillars of Islam such as Salah (Prayer) and Zakah (Charity). They memorise several short Surahs from the Holy Qur'an and can recall simple supplications. They are aware of some Islamic values such as those related to roads and neighbourhoods. They can recall facts about the Prophet's life (PBUH) such as the names of his family members and his companions. Children make better than expected progress in lessons which is also demonstrated in their books.
- In Arabic, children's attainment and progress are acceptable. Their listening skills are well developed. The majority of children are able to speak in Arabic and with confidence. They can give examples of a specific letter when it has been misplaced in a word. Their reading skills are developing and are acceptable. Children can read letters and words when associated with pictures. They are improving their writing skills by tracing words and short sentences. They can write their names in legible handwriting.
- Children's attainment and progress in English are acceptable. Most children can identify letter names and sounds and form most letters accurately. A minority of children re-tell short stories accurately and confidently using more complex vocabulary. Children generally listen attentively and try to repeat new words correctly. Children are beginning to write simple three-letter words with a few children able to write short sentences.
- Most children's attainment and progress in mathematics is in line with expectations for their age. Younger children can count accurately in Arabic and in English. The majority can confidently and accurately sort the correct number of objects to match a given number. Most recognise two-dimensional shapes and are beginning to sequence patterns. They recognise and use simple mathematical symbols.
- In science, attainment and progress for most children is in line with age expectations. Children are beginning to understand forces such as push and pull and can use the terms appropriately. Older children enjoy activities such as testing out which objects will float or sink; they show an interest in understanding why heavier objects sometimes float. They have some opportunities to predict what will happen and most can accurately record their findings by drawing pictures. They have fewer opportunities to experiment and investigate independently or to make written records of their findings.

Cycle 1		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate levels of understanding that are in line with curriculum standards. They understand the five pillars of Islam and the six pillars of Iman (Faith). They can give details about the Prophet's life (PBUH) and can learn from them. They understand and apply several Islamic principles, such as those related to travel. Their recitation of the Qur'an is secure. Their progress in lessons and as evident in their work books is good.
- Most students attain levels that are in line with curriculum standards in Arabic as a first language. Students' listening and writing skills are strong. Their speaking skills are developing. Students are neither confident nor fluent when using familiar vocabulary. Most of them make expected progress in lessons and over time as evident in their most recent work.
- In English, students' attainment and progress are in line with curriculum standards. Younger students show increasing ease in their spoken English and speak using simple vocabulary and short phrases. Older students can share their opinions and speak using correct vocabulary. However, students' writing skills are less developed due to the infrequency of writing and reading opportunities. In some classes, a combination of ineffective classroom management and a predominately discussion-based learning environment hinders progress.
- In mathematics, students' attainment and progress are in line with expectations against the curriculum standards. Students are increasingly confident in the manipulation of numbers, measures and shapes. For example, Grade 1 students work confidently with simple number problems and Grade 5 students can identify known common factors. Students who have additional learning needs can access work of a similar standard to their peers and make expected progress. All groups of students make similar progress in developing their mathematical skills.
- In science, students' attainment and progress are broadly in line with curriculum standards. Most students have a sound understanding of scientific facts but not all demonstrate the necessary skills to apply their understanding in practical and investigative processes. Girls and non-Emirati students perform better than others across all grades in Cycle 1. Over the last three years, attainment has improved for all students.

 Cycle 2		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Good ↑
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate levels of understanding that are in line with curriculum standards. In lessons and workbooks, students show adequate understanding of the Holy Qur'an and Hadith (Prophet's sayings). They can infer guidance and rulings from them. Their recitation skills are adequate. They show clear understanding of Islamic concepts and principles such as responsibility and justice. Their progress is acceptable. Trends of attainment are consistent over the past three years.
- In Arabic, students' listening skills are good and their speaking skills are mostly in line with expectations. Most students express themselves confidently and accurately when giving a short, pre-prepared talk. Students are beginning to exhibit confidence and understanding when reading extended text. In the school's internal assessments, most students' attainment is in line with the curriculum standards. The rate of students' progress is good and this is primarily due to an overall improvement in writing skills. Most students are confident in their extended writing and construct theirs independently with few spelling and grammatical errors.
- Students' attainment and progress in English are in line with curriculum standards. Most students are confident speakers and can communicate easily with peers and teachers. They understand and interpret spoken language on a variety of topics. Most students engage in class discussion in different contexts through a variety of vocabulary and expression. Learning and progress are restricted by limited reading and writing opportunities and the lack of questioning by teachers to promote higher order thinking skills.
- In mathematics, students make acceptable progress against curriculum standards. Most students reach standards of attainment that are expected of them. There are no external data against which to compare students' attainment. Students in Grade 9 are confident when solving inequalities and working with algebraic expressions. Grade 6 students have a clear understanding of plotting x and y in the 4 quadrants. All groups of students make acceptable progress.
- In science, students' attainment and progress are acceptable. Students' recall of knowledge is better than their understanding and skills in applying their knowledge. Across the school, students have limited opportunities for analysing, evaluating and synthesising. Nevertheless, over the last three years, students' achievement has improved.

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

- Students have positive attitudes and are interested in learning. However, many lessons are teacher-led, restricting opportunities for students to take responsibility for their own learning. As a result, students mostly do what teachers ask of them. Some Cycle 2 students are beginning to take responsibility for their learning but this feature of learning is inconsistent across the rest of the school.
- In the KG, children have few opportunities to take responsibility for their own learning such as selecting their activities. In most lessons across the school, students are not practically involved in activities. In the better lessons, collaborative skills are well developed. Students are keen to work together and learn from each other. Opportunities for collaborative work are better developed in Cycle 2 and are limited in the KG.
- There are limited opportunities for students to make connections between areas of learning and to relate these to their understanding of the world. Children in the KG are not given sufficient opportunities to relate new knowledge to their understanding of the world.
- Opportunities for students to use technology skills in lessons are rare, except during information and communication technology lessons. Investigations, problem solving, enquiry and research skills are not systematically planned or implemented, resulting in the underdevelopment of these learning skills.

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

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Good

- Students are happy, respectful and mature in their outlook. Older students are good role models to younger children. When given the opportunity, students show that they are resourceful and resilient in their work and in their response to critical feedback in lessons. They enjoy presenting their own ideas and speak well when given the chance to do so.
- Students mostly behave well, both in and out of the classroom setting. They are self-disciplined and routinely exhibit a high degree of care in the choices that they make regarding their behaviour. As a result, the school is a harmonious community. A small number of children in Cycle 1 are disruptive when the teaching is weak.
- Students, teachers and the many support staff in the school enjoy working together. The values of the school are clearly stated, not least in the impressive, student-led morning assemblies. A strong and positive ethos underpins the good relationships that are evident across the school. Students are aware of individual differences and can show sensitivity to the needs of others.
- Students have a clear understanding of what constitutes a safe and healthy lifestyle and, consequently, take responsibility for their own safety. Many take the good advice offered by the school and go on to make sensible choices when it comes to healthy eating. Physical education (PE) is a popular subject as students enjoy playing sports.

- Attendance, at over 95 percent, is good and there are only few concerns regarding lateness at the start of the day or during the day, and moving between lessons. Students are aware of the link between good attendance and subsequent achievement at school.

	KG	Cycle 1	Cycle 2
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good

- Students across the school have good understanding of the role and values of Islam in the UAE. They talk knowledgably about the different charity institutions and organisations that help the poor all over the world. They can also explain how the UAE is a tolerant country where all people are treated equally and respectfully, irrespective of their religion or race.
- Students have a good appreciation of the Emirati heritage and culture. They demonstrate a genuine interest in learning about the history of the UAE and can talk about the famous buildings in the country such as Burj Khalifa and the Sheikh Zayed Grand Mosque. They confidently discuss celebrations such as the National Day and the Martyr's Day and explain their relevance to the life of the people in the country.
- Students are aware of the cultural diversity in the UAE. They celebrate their own cultures and are respectful of other cultures. For example, they can talk about languages and arts of different countries such as Japan, Brazil and the UK. The older students have better understanding of world cultures.

	KG	Cycle 1	Cycle 2
<b>Social responsibility and innovation skills</b>	Acceptable	Acceptable	Acceptable

- Students take pride in their school and have a strong sense of school community. They show respect for one another and for the needs of others. Students participate in various charitable activities but, overall, these are limited. Occasional student competitions feature activities such as a Qur'an recitation competition. Students express an interest in contributing to the life of the school with more social and voluntary activities.
- Students understand the importance of trying to achieve individual ambitions through hard work with the hope of success in life. Students enjoy school and, on occasions, make compelling contributions during lessons but are mostly passive learners. Student creativity is not well promoted.
- Students' environmental awareness is a strength of the school. Students talk knowledgably about environmental issues such as global warming and the ozone hole. They can discuss environmental sustainability and offer solutions to global issues such as the use of renewable energy. Students are keen to engage in environmental awareness activities on a local and a global level.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable

- Teachers' knowledge of their subjects is generally good. Their understanding of how students learn is less secure. Therefore, the sequencing of activities and the way tasks are structured do not lead to learning outcomes which are deep or meaningful. In the KG, not all teachers have a strong understanding of the different ways young children learn, such as by investigations and activities that encourage the development of creativity.
- Teachers plan lessons that make use of the available resources. They consistently communicate the learning objectives to their students. However, in the weaker lessons, learning objectives are too broad. In the KG, the purpose of the activities is not always clear enough to children. Learning environments are generally more positive for the older students than for the younger ones. In a few lessons, teachers do not manage students' behaviour well.
- Teachers' interactions with students are characterised by respect and care. However, in lessons teachers miss opportunities to ask questions to extend students' thinking and deepen their understanding. Almost all lessons do not provide sufficient challenge or any focused support for students with SEND. The needs of all groups are not met because most lessons are delivered to all students alike.
- Teacher-talk dominates lessons and students are rarely given the opportunity to contribute at length. Students enjoy the rare group work opportunities they receive and exchange views demonstrating that they can communicate clearly when given the chance. There is little evidence of differentiated activities to provide for the different groups of students.
- Teachers do not use teaching methods that develop students' deep critical thinking or problem-solving skills. Independent research and innovative practices are absent from lessons, as is the use of any technology to support these. Teaching does not encourage the development of analysis, evaluation or synthesis.

	KG	Cycle 1	Cycle 2
<b>Assessment</b>	Acceptable	Weak	Weak

- Internal assessment processes are not consistent across the school. In the KG, Islamic education and Arabic there is coherence and accuracy that are not in place elsewhere. Consequently, the assessment information teachers gather is not always reliable and valid. The assessment process does not allow for a clear measure of students' progress.
- The school does not have any assessment information from international benchmarking to make meaningful comparisons nationally or internationally. In Islamic education and Arabic, there is a better level of data analysis than in the other subjects. The analysis of data in the KG gives better information on children's progress than in the other phases. In English, mathematics and science, analysis of data does not allow the effective tracking of students' progress.

- The shortcomings in the analysis of assessment information have a negative impact on the effective use of assessment in teaching and the curriculum in most subjects. However, assessment information is used better to influence teaching and curriculum planning in Islamic education and Arabic. The inconsistency in its use means that the needs of different groups of students are not adequately met.
- Teachers have some knowledge of the strengths and weaknesses of their students, but the inconsistencies in the assessment processes affect how well they can address them. Frequently, the level of challenge presented in lessons does not match students' abilities. The feedback given to students, particularly the written feedback, does not provide adequate guidance on what they need to do to improve their work.

## 4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school follows the MoE curriculum and meets all statutory requirements. The curriculum is balanced in Islamic education and Arabic but in English it does not develop a full range of skills including reading and writing. In mathematics, it is compliant but the set texts are not in use in the classroom.
- The transition between cycles offers smooth and effective progression of the curriculum. However, in English, the curriculum has significant gaps in content and does not meet the needs of a significant minority of students. Most students are not adequately prepared for the next phase of education. In mathematics, in all the grades except Grade 1, there is planned progression to allow students to build on their learning from earlier grades.
- The choice of subjects for older students is too narrow. There are limited opportunities available for them to embrace their interests and future study and career pathway preferences. In the KG, the curriculum has been broadened this year to give children the opportunity to experience more of the local area with 'picnics' such as the visit to the Discovery Centre in Sharjah.
- The curriculum provides a range of cross-curricular links. In Arabic, there are links with both mathematics and Islamic education. Students studying science also make useful links with Islamic education and mathematics. Across the school, students have limited opportunities to think critically within lessons and are not offered sufficient time and resources for reflection and independent research.
- The curriculum is reviewed at the end of the academic year to reflect on both its suitability and its impact on students' attainment, progress and personal development. Each area in the school highlights the curriculum strengths and suggested improvements. The KG curriculum is reviewed annually. Most children's needs, including those with SEND, are met adequately in terms of their attainment and progress.

- A school-enhanced social studies curriculum fully meets KHDA requirements. The school offers social studies lessons, taught in Arabic, three times a week. Teachers are well qualified. They plan their lessons well to mostly meet individual student’s needs. Students engage well in the social studies lessons because of effective teaching strategies that motivate and promote a good level of understanding. Students are knowledgeable and have great pride in their UAE culture as exemplified in excellent assemblies. At the time of the inspection, one of these included an impressive, traditional dance.

	KG	Cycle 1	Cycle 2
<b>Curriculum adaptation</b>	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The additional time allocated to Islamic education supports students' recitation skills well. Individual and small group tuition supports students with SEND to improve their Arabic and English reading skills. Overall, however, teachers' curricular adjustments do not sufficiently challenge the more able students. Any modification in class is more focused on students with SEND and is at an early stage of development.
- The school's programme of extra-curricular activities offers a narrow range of opportunities for students to follow their interests. An Arabic club offers further support to students' learning. Other activities include technology clubs using construction packs to explore robotics and electronics. Students interact with senior citizens in the local community. Overall, however, opportunities for students to improve their creativity remain limited.
- Links with the Emirati culture and society feature strongly in the life and work of the school. Assemblies colourfully present traditional life, including dance. Modern economic and current affairs are central to the social studies curriculum. Careers guidance encourages students to widen their horizons, mindful of their future contributions to the UAE's growth and development.

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

	KG	Cycle 1	Cycle 2
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good

- The school has effective procedures for health, safety, and child protection, reflecting the latest governmental guidance. Staff are well trained on how to protect children. Pre-recruitment checks are carried out on all adults who work with students. Students feel safe and protected against all forms of bullying, including via social media.
- Regular checks of the school site are made to ensure it is safe and secure; any issues are addressed promptly. Risk assessments for any educational visits are thorough. The effective supervision of students onto the school buses and vehicles meet safety requirements. Whilst this is supervised most of the time, there are issues with parents who park inconsiderately and do not accompany their children into school. This compromises their safety.

- Medical staff provide good levels of care for students. They carry out regular checks and deal with First Aid and students' medical needs effectively. Detailed records are kept securely of all incidents that arise and of all the safety checks undertaken by the school or third party contractors.
- The school premises are safe and are accessible to all students, including those with SEND. Ramps have been put in place to help students with mobility issues. The site and buildings are kept clean and well-maintained. Play areas for the KG children are safe and secure.
- Promoting healthy living is given a high priority in the school. The clinic conducts regular medical checks on students and delivers advice on healthy living. Children in the KG have specific sessions on dental care, for example. The food served in the canteen includes healthy options. Fresh drinking water is available to all students.

	KG	Cycle 1	Cycle 2
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Staff's warm and caring relationships with students extend from the KG throughout the school. Senior leaders and almost all class teachers manage students' behaviour effectively. As a result, the atmosphere across the school is calm and purposeful. In a few lessons in lower primary grades, class teachers do not manage students' behaviour effectively.
- The school has efficient arrangements to record students' attendance, both at the start of the day and through class attendance checks. Key staff alert parents promptly when there are unexplained absences. Thus, attendance is good. Any pattern of student late-coming is suitably monitored and addressed with parents.
- The school's arrangements for the identification of students with SEND are comprehensive. Teachers have benefited from training on how to recognise barriers to learning. As a result, referral and identification occur more speedily. The school has extended its sources of external professional advice. Arrangements to identify gifted and talented students remain underdeveloped.
- Support for students with SEND is more effective in the small group and individual support sessions provided by specialist staff. The effectiveness of teachers' support in class lessons for these students is variable. Teachers' planning does not include specific short-term achievable targets that are matched to students' learning needs. Gifted and talented students lack support.
- Students are suitably advised in preparation for next steps in their education as they progress through the school. Older students benefit from guidance on careers and higher education. Student surveys on future career aspirations inform the content of these programmes. Advice is well supplemented by helpful parental contributions on various careers and visits to universities.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable ↑

- The new leadership has strengthened the provision for students with special educational needs. Improved departmental organisation, additional resources, suitable training for teachers and new planning have raised teachers' awareness of barriers to students' learning. School leaders remain committed to inclusion of students with a wide range of needs. However, improvement plans and individual education plans are not consistently well focussed on setting measurable goals.
- Identification procedures are comprehensive and accurate. Staff identify students' barriers to learning earlier and more quickly than before, across the school. The school partnerships with external specialists offer parents suitable sources of advice and diagnosis. The school is developing its own diagnostic testing to improve the accuracy of identification of students' learning needs.
- Key staff sensitively support parents during initial identification of their children's special educational needs. Regular communications support parents well with frequent and informative reports on progress. Parents find staff approachable and helpful. The school advises parents well on how to support their children's progress at home. Parents do not contribute to forming their children's individual education plan.
- The specialised staff provide increasingly effective support in individual and small group tutorials well targeted on Arabic and English literacy, and numeracy. In lessons beyond the SEND support classes, teachers are aware of the needs of students with SEND. However, tasks and activities are not consistently well matched to students' capabilities. Teachers do not devise suitably specific short-term targets for students with SEND.
- Overall, most students with SEND make acceptable progress in lessons and over time. They make better progress in meeting targets related to personal development. Tracking and monitoring students' progress from starting points, towards meeting short- and medium-term goals, is not sufficiently precise to support better than acceptable progress.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- Senior leaders, including the principal, are committed to the UAE and Dubai priorities. The school is inclusive and welcomes students with a range of learning needs. Although the school is slowly improving, a clear direction that determines the school's development is not in place nor is a strategy to ensure that the school will meet its National Agenda targets.
- School leaders' understanding of how the school's curriculum can be modified to meet the needs of all students is variable. The majority of school leaders' understanding of how students learn best is in the early stages of development as is the guidance given to teachers on securing good quality teaching and learning.

- Senior leaders have created a team of hardworking and committed staff. The sense of teamwork and pride in the school is apparent. Relationships and communication are professional and staff's morale is high. Staff feel valued, involved and listened to. They appreciate the opportunities they receive for training and professional development. However, these opportunities are limited and not always linked to staff's needs.
- Senior leaders understand that improvements are needed in many areas of the school. However, inconsistencies remain in addressing potential barriers. School leaders demonstrate sufficient capacity to make the required improvements.
- School leaders have mostly maintained acceptable school performance. There have been some improvements in some areas, such as in the provision for students with SEND and in governance. However, there has been a limited strategic response to the recommendations in the previous inspection report regarding the need to improve the quality of teaching and assessment.

**School self-evaluation and improvement planning**

Weak

- The views of governors and parents are sought during the process of identifying areas for improvement. However, the school's self-evaluation is based on an insufficiently secure analysis of students' performance. This fails to give the school an accurate view of itself.
- School leaders do not consider different forms of evidence to determine the school's strengths and weaknesses, or the extent of the impact of their actions. Lesson observations take place using a common format. Teaching practices do not directly inform teachers' professional development which, therefore, has limited impact on students' performance.
- Improvement planning is also based on a limited set of evidence. The school improvement plan is, therefore, neither coherent nor detailed. It does not contain appropriate goals or realistic priorities. Therefore, it has a limited impact on students' achievement.
- There has been limited progress in addressing the recommendations on teaching for effective learning and assessment from the previous inspection reports.

**Partnerships with parents and the community**

Good

- Parents are actively involved in the life and work of the school. They contribute regularly to some of the school activities, such as fund raising, which reflect the school's community commitment to the UAE values. Parents are well informed and their initiatives are welcomed in both academic and non-academic issues.
- The school uses a range of methods to communicate with parents, including the social media. Parents appreciate the updates by the school to inform them of any changes or important events in the school. Regular communication, including frequent and informative reports on progress, support parents who have children with SEND.

- Parents regularly receive detailed reports about their children's achievements and progress. These include the regular updates by the school in the social media reports. Teachers' reports are informative and reflect the strengths and areas of improvement of each student against curriculum expectations.
- The school has adequate links with a range of social and academic organisations. The school's charity boxes help to raise students' sense of responsibility and awareness of real partnership with the wider community. The school's partnership with international organisations is at a very early stage of development.

**Governance**

Acceptable

- Parents are now directly involved with representation on the governing body. The school also elicits parents' views and concerns through the parents' council. The governing body is beginning to contribute to decision-making in the school through more regular meetings.
- The governing body's knowledge of the school is improving. However, governing body does not hold senior leaders sufficiently to account for the quality of the school's performance. The information the governors receive is not based on accurate self-evaluation and, therefore, their ability to improve the school's performance is limited. The chair of governors and the owner of the school regularly visit the school campus.
- The chair of governors supports senior leaders in ensuring that the school meets its commitment to parents. Governors are at the early stages of influencing, shaping and informing the vision and direction of the school.

**Management, staffing, facilities and resources**




Acceptable

- A cohesive team of leaders, teaching and support staff are proactive in ensuring that the school operations run smoothly and efficiently throughout the day. The supervision of students is adequate and students feel safe and well looked after.
- Staff are mostly well qualified and suitably deployed. Newly-appointed teaching staff, including those who arrive at mid-year, have not benefited from a thorough and carefully-planned programme of induction and support, particularly in the area of classroom management.
- The premises are kept clean, tidy and well maintained. The school offers a safe, pleasant and colourful learning environment which adequately meets the needs of students in most respects. Whilst there are enough learning spaces, some classrooms and specialist areas, including the KG classrooms, and both the PE and art spaces are small. This constrains the learning activities that take place in them.
- The school is adequately resourced in most areas to meet the needs of the learners. A reliable Information, Communication and Technology (ICT) suite meets the requirements for the effective teaching of computing. However, computers are not made available in the classrooms. This limits opportunities for independent and innovative learning across the curriculum. Practical resources in both art and science are not extensive.

## 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	
 <p>Parents*</p>	2016-2017	37
	2015-2016	29
 <p>Teachers</p>	1	
 <p>Students</p>	0	

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

- Most parents who responded to the survey, report that they are highly satisfied with the quality of education provided by the school.
- Nearly all parents who responded to the survey, think that their children enjoy school and are positive about the importance of Islamic values in the school.
- All parents who responded to the survey, say that they are well informed about their children's learning and that the school is led well.
- No students and only one teacher responded to the survey.

## 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](mailto:inspection@khda.gov.ae)