

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**Al Khaleej National
School**

11 YEARS OF INSPECTIONS

Good


























Curriculum
US



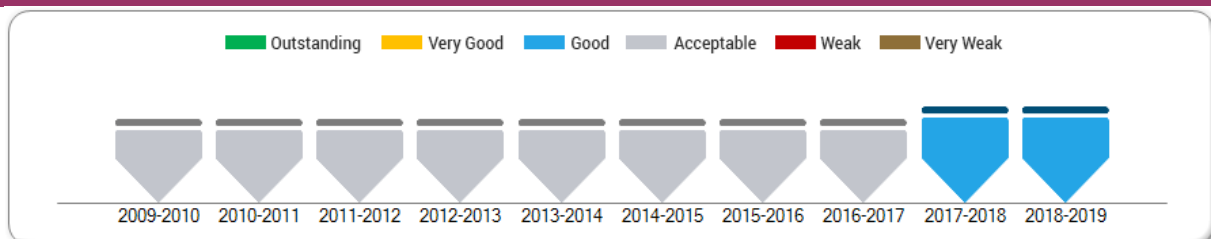
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1992
	 Website	www.gemsakns.net
	 Telephone	00971-4-2173900
	 Principal	Ghadeer Abu-Shamat
	 Principal - Date appointed	2/1/2015
	 Language of Instruction	English
	 Inspection Dates:	11 to 14 March 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2170
	 Number of Emirati students	1214
	 Number of students of determination	71
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	142
	 Largest nationality group of teachers	Jordan
	 Number of teaching assistants	40
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	3
	 Teacher turnover	23%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	MAP, CAT4, SAT1, SAT2, PSAT
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP, TIMSS, PISA

School Journey for Al Khaleej National School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The good or better progress that students are making in all subjects is raising attainment. Progress is more rapid this year in the Kindergarten (KG), and in high school science. There has been a measurable improvement in students' attainment in Islamic education. Very good progress in English, mathematics and science in the KG, is resulting in children's good attainment in these subjects.
- Students' attitudes to school and their self-discipline has improved to very good in the elementary, middle and high schools, matching the behaviors of children in the KG. All students continue to show outstanding Islamic values and knowledge of the UAE. Social responsibility is developing in the elementary and middle phases to match the very high levels that currently exist in the KG and the high school.

Provision for learners

- Although the quality of teaching remains the same, there have been improvements in the consistency of good teaching in all phases. The development of learning skills in the KG is measurably improved. In the other phases, students are more able to work with greater independence and collaboratively than previously. Assessment judgements remain the same, although practices have improved considerably. Data has greater accuracy and reliability and is well-analyzed.
- The curriculum has been enhanced this year through an appropriate emphasis on literacy across all subjects and a slightly wider range of electives for students in the high school. Links between subjects remain strong, especially in Arabic, English and the KG. Links with the UAE are strong features of the curriculum. Students have more opportunities to take part in the school's wide co-curricular program.
- While the school's arrangements for health and safety have always been a high priority, procedures for monitoring have been strengthened to a very good level. Standards of care in the KG have improved further with a very strong focus on the development of the whole child. There is a remarkable improvement in the attendance and punctuality of students across all phases, resulting in greater continuity to their learning.

Leadership and management

- Leaders know the school well and their plans continue to lead to improvements in the overall performance of the school. Partnerships with parents have improved and communications continue to be open and transparent. Parents are actively encouraged to participate in governance, school life and to support their children's learning at home. Corporate governance knows the school well and consequently, is able to hold leaders to account and effectively support developments.

What the School Does Best:

- Very good progress in English, mathematics and science, and learning skill development in the KG
- Students' very good or better personal and social development, across all phases of the school
- A safe, inclusive learning community, with very high degrees of individual personal care and guidance
- Leaders at all levels, led by the superintendent, who continually strive for improved student outcomes
- The commitment of leaders to improving the school in partnership with teachers, parents and students







Key Recommendations:

- As an integral part of the school's literacy plan, improve the progress of first and additional language learners, in lessons and over time, by:
 - more effective co-ordination of provision, intervention and monitoring of the impact of the plan across all four phases of the school
 - focused, quality training for teachers on how best to meet students' needs
 - ensuring structured language development, as well as language practice, are explicit in the planning and delivery of all lessons.
- Raise attainment in all subjects, but especially in the middle school phase by:
 - planning opportunities for open-ended tasks that require higher-order thinking and providing students with greater choice over how to present their learning
 - making more effective use of digital technology to enhance learning
 - accurately identifying student starting points and, in partnership with students and their families, systematically building on their knowledge, understanding and skills

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very good	Good	Good	Very good ↑
 Science	Attainment	Good	Good	Acceptable ↓	Good
	Progress	Very good ↑	Good	Good	Good
Learning skills		KG	Elementary	Middle	High
		Very good ↑	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (NAP)

Schools Progression in International Assessments

is approaching expectations

- External benchmark test data demonstrate students make acceptable progress overall. The school did not meet its targets in mathematics, science and reading in the Program for International Student Assessment (PISA) tests. In the Trends in International Mathematics and Science Study (TIMSS), only the Grade 8 science results exceeded the set targets. The N.A.P test scores between the two assessment cycles show weak progress in English and science and very weak progress in mathematics. Consequently, the N.A.P testing produced an overall judgement of weak progress. The Program for International Reading Literacy Study (PIRLS) results also show weak comprehension and reading skills. Comparisons between N.A.P outcomes and measures of cognitive potential (CAT4), demonstrate that students are performing in line with their potential.

Impact of Leadership

meets expectations

- The leadership of the school strongly supports the vision and goals of the National Agenda. Curriculum modifications are leading to a better alignment with external tests. Teaching is now more strongly influenced by the effective use of assessment information.

Impact of Learning

meets expectations

- Different interpretations of critical thinking exist among teachers. Despite this, stronger critical thinking skills are developing in the upper phases of the school. The scientific method is beginning to be embedded to support students' critical thinking and research skills.

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

For development:

- Ensure all students understand the significance of benchmark testing and prepare them better to perform to their potential in all external testing.
- Provide teachers with training on the use of assessment data to ensure greater success in meeting the learning needs of all students.

Reading Across the Curriculum

- Recent initiatives to improve reading in English and Arabic are beginning to show progress in students' attitudes and skills, particularly in the KG and lower elementary.
- Children in the KG build firm foundations in phonics and early reading skills. In later years, reading and comprehension skills are developing too slowly and preventing the ability of students to infer meaning and access grade level texts.
- The library program is being reviewed with a view to ensuring that students develop stronger reading habits and skills which will enable them to use a wider range of strategies.
- Leaders are developing a more coordinated approach to improving students' reading skills. However, the implementation of interventions has not yet brought about the required improvements in student attainment.

The school's implementation of reading across the curriculum is emerging.

For development:

- Improve students' reading skills, particularly those reading below grade level, through targeted and structured interventions across all subjects and phases.

UAE Social Studies

- The UAE social studies curriculum has been adapted sufficiently to meet the needs of different groups of students. Teachers understand the learning styles and abilities of their students and plan effectively to promote knowledge and understanding.
- Students communicate and collaborate well to achieve common goals. They make connections between areas of learning and sometimes apply what they know to other contexts and their personal experiences.
- In lessons and recent work, a majority of students attain levels that are above curriculum standards.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.
- **The school's implementation of the UAE social studies program is meeting expectations.**

Innovation

- Students generally plan their work independently, ask questions related to their investigations and use learning technology to find information.
- The school supports student initiatives to nurture innovative ideas. Students are beginning to engage in some entrepreneurial learning and innovation projects that add social benefit to the school community.
- Many teachers offer students opportunities to use learning technology in creative ways to carry out research such as, in a KG class using a robotic ball to navigate a moon buggy.
- Innovation is not integrated across the curriculum consistently and does not operate at a scale that has a significant impact on all students.
- Leaders are well aware of the need for creating a culture of innovation. The school is at an early stage of integrating opportunities for innovation into the design and teaching of the curriculum.

The school's promotion of a culture of innovation is developing

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' better understanding and knowledge of the Holy Qur'an, in the elementary phase, is attributed to the additional daily focus given in lessons. Students are able to explore how it directs the daily lives of Islamic believers in the Moslem world.
- In the middle school, students understand the Pillars of Iman, while those in the high school relate the Prophet's (PBUH) beliefs into building strong families. Elementary students know the effects of the actions of the Prophet's (PBUH) family on life after the day of judgment.
- Students know some of the characteristics of Sahab and are able to relate the charitable works of the UAE government to the Holy Qur'an. The additional emphasis this year, in supporting a better understanding of Sunnah, is displayed in students' knowledge and skills.

For development:

- Develop the recitation skills of the Holy Qur'an and Seerah, in all phases.
- Improve students' outcomes by ensuring that curriculum adaptations provide a greater level of challenge, especially in the middle and high school phases.

Arabic as a First Language

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

- In lessons and their recent work, students attain the expected levels of knowledge and skills, although the school assessment data show higher attainment in all phases. Girls make better progress than boys and students in the elementary and the high school phases make stronger progress overall.
- Across the school, students show strengths in listening and reading. Speaking and writing are less well-developed, especially independent writing and detailed conversations. Students understand and use a wide range of every-day vocabulary; however, their knowledge and application of grammar is less secure.
- The increased opportunities for students to read more extensively and apply standard Arabic in real life situations, have improved students' language skills, particularly their ability to express themselves more fluently.

For development:

- Improve students' speaking and writing and skills by providing more opportunities for them to practice conversation freely, and at length.
- Place increased emphasis on the development students' knowledge and use of correct grammar.

Arabic as an Additional Language

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

- The results of the school's internal assessments show higher attainment, than the results of external assessments. Girls are making slightly better progress than boys, particularly in the middle and high school phases.
- Particular strengths are students' ability to comprehend spoken and written texts of short and medium lengths. However, their ability to engage in extended conversations or write at length, using different models of language and structures is weaker.
- The use of standard Arabic by teachers and the increased opportunities to practice language extensively in lessons, is beginning to enrich the vocabulary of students and develop their language skills.

For development:

- Provide students with more opportunities to practice language in real-life situations using different models and structures.

English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Very good	Good	Good	Good

- Despite improvements, the results of external benchmark assessments show that, overall, students' performance is below grade level expectations. Teachers, in the elementary phase, are not fully clear about the curriculum expectations. As a result, attainment is only acceptable because expectations are too low.
- Improvements in curriculum planning, linked to the California State Standards, are beginning to support the development of students' language skills. The impact on students' learning outcomes is most evident in children's speaking, reading and early writing in the KG.
- Across all levels, students demonstrate strong listening and speaking skills. The additional focus on literacy during the last year is improving students' reading skills. However, students written work is still under-developed across the school.

For development:

- Ensure that lesson planning and teachers' expectations, accurately reflect the curriculum standards, and that these are communicated clearly to students.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Very good	Good	Good	Very good ↑

- The teaching of mathematics through real world contexts results in good or better progress across the three upper phases. Stronger achievement levels in the KG reflect the rapid learning gains made because of a highly supportive learning environment.
- Children in the KG apply their developing number skills to everyday life. Elementary students enjoy solving word problems. Middle school students attempt more complex problems but find geometry challenging. High school students are becoming more confident in exploring algebra, calculus and statistics.
- Students use mathematical language more confidently to explain their work, reflecting the greater emphasis that is being placed on key vocabulary. Critical thinking, enquiry and research skills are under-developed, while problem-solving is a strength.

For development:

- Ensure critical thinking and enquiry skills are fully embedded in the mathematical development of students at all grade levels.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Acceptable ↓	Good
Progress	Very good ↑	Good	Good	Good

- Achievement is secure in most phases of the school although in the middle school, internal and external assessment results, indicates that the mastery of standards has not been reached by the majority of students.
- In all phases, there is an appropriate level of both practical skills and investigative work. Skills of analysis, hypothesizing, fair testing and the identification of variables, are developing very well. Students' ability to measure and record evidence is secure.
- The emphasis on improving practical skills and the introduction of an investigative approach to learning is beginning to support stronger achievement in the school.

For development:

- Provide more frequent investigations for students, including a greater variety of both practical and non-practical tasks.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good ↑	Good	Good	Good

- Children in the KG have well-developed learning skills. Although improvements have taken place in the other phases of the school, all aspects of skill development are not as secure. Most students are engaged and take pride in their work. The learning skills of girls are stronger than those of boys, especially in the middle school.
- Improvements are evident with the application of greater independence in the learning skills of students in mathematics and science. However, these skills are not as well-developed across all curriculum areas, especially in subjects where students are not given sufficient time to think, plan and apply their skills in various activities.
- While skills relating to independent learning, collaborative group work and connections with the real world are developing well, critical thinking and research skills are under-developed and not fully embedded across the school.

For development:

- In all subjects, use rubrics more effectively to support the development and monitoring of students' learning skills, especially in critical thinking and research.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good ↑	Very good ↑	Very good ↑

- Across the school students have positive and responsible attitudes towards learning and their school. Most are sensitive to the needs of others and self-disciplined. The revised school policy is contributing to improvements in students' behavior, in the middle and high schools.
- A particular strength of the school is the friendly and respectful relations students have with each other and with their teachers. Students are responsive to advice and thrive on giving and receiving critical feedback. Bullying is very rare.
- Students' awareness and practice of healthy living is secure. Attendance and punctuality have improved this year, due to the efficient monitoring procedures implemented by the school and a wide range of attendance awards for individual students and classes.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They participate in many charity projects, for example, students collected money to build a Mosque in Djibouti after the death of one of their school friends.
- Most students are knowledgeable and appreciative of the heritage and culture that underpin and influence the contemporary life in the UAE. They participate in a range of cultural activities and care about the cultural aspects of the UAE such as, traditional sports and dress.
- A clear understanding, awareness and appreciation of their own culture and heritage is displayed by most students in the school. Through events such as, International Day, they have the opportunities to gain knowledge of other cultures such as those of Iran, Pakistan, Portugal, Egypt and Jordan.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good ↑	Very good ↑	Very good

- Students participate in a range of school community activities, often led by the student council, and in supporting others. For instance, they give support with recitation of the Holy Qur'an and with older students mentoring those younger than them.
- Students take opportunities to follow their own initiatives and start new innovative ideas. The Forensic Science club is an example of student initiated and led, co-curricular learning as is the project, of a student designed aircraft to fight fires.
- Students have high awareness about sustainability and protecting the environment. They have created a garden to produce different types of organic vegetables, which are harvested and distributed amongst the school community.

For development:

- Create a more systematic approach for all students to initiate and lead projects in the local and wider communities.

3. Teaching and assessment

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

- Teachers are becoming increasingly adept at finding ways to engage students in thinking critically and more deeply about the world around them. It is improving most rapidly in the elementary and high school phases.
- Most teachers have secure subject knowledge, plan well and understand the way students learn. They ask questions which are often open, encourage discussion and create interesting learning environments. While a majority use assessment information to group students, they do not always offer sufficient challenge for all groups of students.
- Improvements in the quality of teaching are leading to a more child and student-centred approach to learning in some subjects. This has yet to be firmly embedded and have a positive impact on students' attainment and progress.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The better alignment of internal and external tests and assessments, with a closer focus on curriculum standards, is providing more accurate information. This information is enabling gaps in the curriculum to be identified, as well as trends and patterns in students' attainment and progress.
- Although the school is analyzing assessment information well to identify strengths and weaknesses in students' performance, it is not used consistently in all subjects, to provide work that matches the learning needs of all students.
- The inconsistency in teachers' marking of students' work results in limited feedback on how the work can be improved. Target setting and peer, and self-assessment are not regular features of learning. This limits students' ability to take responsibility for their own learning.

For development:

- Establish effective target setting and assessment process, which provide students with clear information on their performance and what they have to do in order to improve.
- Ensure that in all subjects, full use is made of assessment information to provide students with work that meets their learning needs.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- Improvements in curriculum planning and implementation are strengthening the connections to the California Common Core and New Generation Science Standards. More well-structured lesson plans, professional training and review processes are aligning teaching more closely with the curriculum.
- The KG curriculum focuses on children's personal development as well as their academic development. The high school curriculum is enhanced by an expanding array of electives. However, advanced placement courses are not being chosen by higher ability students.
- Literacy programs are improving students' performance in reading and starting to impact on writing. Cross-curricular links, especially in Arabic, English and through extra-curricular activities, enrich and nurture students' individual interests.
- The moral education curriculum is fully compliant with the Ministry of Education (MoE) standards and effectively implemented at all levels.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Currently, innovation is taking place discretely in competitions and extra-curricular activities and not as a consistent part of students' learning experiences across the curriculum. Child-centered learning practices, in the KG, support innovation, creativity and enterprise.
- Teachers are beginning to use assessment information to guide curriculum modification to meet the needs of all students. The introduction of the integrated science, technology, engineering, art and mathematics projects, (STEAM) and the dedicated learning environments, enhance students' learning.
- There are strong links to the UAE and Emirati cultures. These can be seen in all subjects, but especially in Islamic education. The school's vision drives a focus on celebrating Islamic beliefs, local heritage and culture. This is a strength of the school.
- The school provides three hours of Arabic in KG1 and KG2.

For development:

- Ensure that the language needs of all learners are met through improvements in curriculum planning and staff training.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The school has a thoroughly developed plan to ensure the health and safety of all children with policies and procedures that are well documented and effectively communicated to teachers, students, and parents. Safeguarding is a school priority with mandatory training.
- School guidance programs and assemblies are adapted to be relevant to each phase. There are anti-bullying programs, a safer internet day and student happiness officers. The healthy food policy is a school-wide effort to encourage nutritious eating habits.
- The school has addressed traffic congestion and safety for all at the main entrance by employing additional safety personnel, who ensure the safe separation of pedestrians and vehicles.

	KG	Elementary	Middle	High
Care and support	Very good ↑	Good	Good	Good

- A caring ethos and an atmosphere of mutual respect and trust between teachers and students permeate the school, especially in the KG. As a result, children flourish in the nurturing environment. In other phases students respond well to their teachers, are courteous and self-disciplined in lessons and as they move around the school.
- The school monitors students' well-being and personal and social development effectively through strong care and support. Older students benefit from early guidance on education pathways and careers. Academic guidance is a developing feature of the provision.
- The school has been very effective in improving students' punctuality and attendance, which is now very good in all phases. The identification of students with gifts and talents has improved and the implementation of accelerated learning programs in the high school are developing well.

For development:

- Provide all students, including those with gifts and talents, with the academic that will enable them to understand their targets, achieve well and have high aspirations.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The inclusion team is very effective in promoting an inclusive ethos in the school. This is evident in classrooms and the respectful relationships between students. Professional training for teachers and follow-up coaching and monitoring are having a positive effect on classroom practice.
- The school has extended the range of assessment procedures to ensure greater accuracy in identifying students' barriers to learning and their specific needs. Individual education plans are thoughtfully written to identify accommodations. However, they do not always provide sufficient clarity about the goals, the strategies required to achieve them and how success will be measured.
- Parents value the inclusive ethos in the school, the regular updates on their child's progress and the school's responsiveness to any concerns they might have. A few parents expressed the view that they would welcome more guidance on how to support their children's learning at home.
- Students of determination benefit from individualized tutorial sessions where teachers provide well-structured intervention programs that enable them to make consistently good progress. Curriculum modification and support are developing well in the majority of lessons.
- Students develop their personal and social skills well, benefiting from individualized support from counsellors. In English and mathematics, most students make good progress over time from their individual starting points. However, learning skills develop too slowly.

For development:

- Provide individual education plans that have clearer goals and strategies to enable teachers to plan tasks more closely matched to students' particular needs.
- Improve students learning skills so that they are self-reliant, more responsible and use learning technology competently to enhance their progress.

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	Acceptable

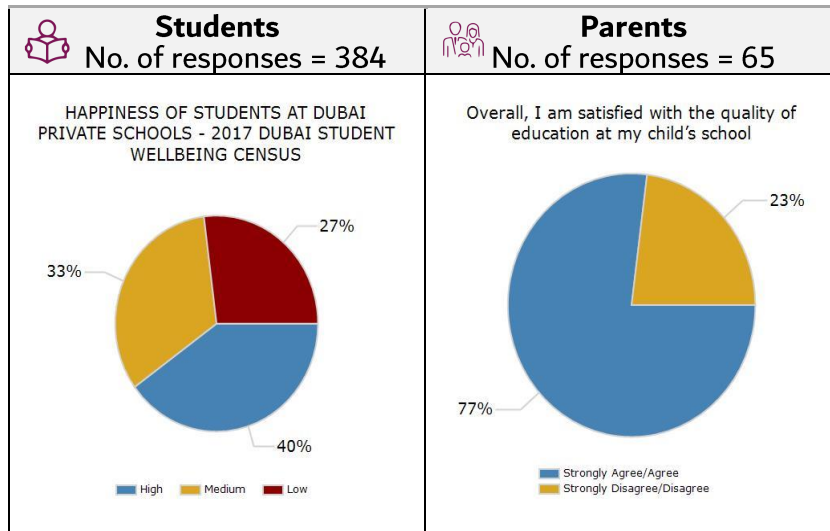
- School leaders, well-led by the superintendent, are creating an inclusive, high-performing school, which values the beliefs and cultures of its parent community. They are successful in establishing a community of parents, students and staff that are focused on the personal and academic development of all students. High-quality appointments and training ensure that staff have the capacity to improve the school further.
- Systems for school self-evaluation involve the school community and specify clear and appropriate improvement priorities. These form the basis of well-written development plans, which are rigorously-monitored by leaders and governors. Robust systems are in place to monitor the effectiveness of teaching and the accurate analysis of student achievement information. As a result, substantial progress has been made with most of last year's inspection recommendations.
- Parents are strongly committed to the school's improvement and are now more involved in the development of good practice. They have high regard for the range of communication strategies and feel that they have secure knowledge about their children's performance. Increasingly, they are involved in the many school events and activities. Partnerships with the local community are expanding but less systematic by grade and phase.
- There is wide representation from the school community in the governance structure of the school. Governors are well-informed by presentations from school leaders and engagement in the learning in the classrooms. The corporate governing body has a strong understanding of the school's strengths and areas of development and, as such, has the information to hold leaders to account for the school's performance, and in directing resources effectively.
- The school is well-managed with consistent policies, practices and procedures that have a positive impact upon its efficiency. Qualified staff participate in high-quality professional training, which is aligned with the school's priorities. Resources, such as new technology, special needs assessment tool kits and reading material, support students' learning. However, the small and overcrowded classrooms adversely affect teaching and learning, and often hinder progress in lessons.



For development:

- Significantly enhance the quality of the teaching and learning environment by realizing the commitment of governors to providing a new school building by 2020.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> Students who responded to the survey are very positive about their school and report that they are happy and have a good group of friends. They confirm that bullying is rare and that students are respectful. Most state that they have good relationships with their teachers, although some state that they do not always feel safe at school. This view is not supported by the inspection team as standards of safety are very high.
 Parents	<ul style="list-style-type: none"> Few parents completed the survey. Of those who did most report that they are satisfied with the school and that their children develop good learning skills. Nearly all believe the school is safe and that bullying is rare. A majority of parents feel that the school listens to their views and most state that they are involved in school activities.

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