

# Inspection Report



## Al Shorouq Private School

2014-2015



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

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## School information



### General information

Location	Jumeirah 1
Type of school	Private
Opening year of school	1986
Website	www.ashorouq.ae
Telephone	04-3440765
Address	Al Wasl Road P.O. BOX 11656
Principal	Fadwa Amin Hattab,
Language of instruction	Arabic
Inspection dates	12 <sup>th</sup> - 15 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2109
Number of children in Pre-K	0
Number of Emirati students	684
Number of students with SEN	25
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	117
Largest nationality group of teachers	Jordanian
Number of teacher assistants	24
Teacher-student ratio	1:18
Number of guidance counsellors	0
Teacher turnover	20%



### Curriculum

Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	UAE NAP
Accreditation	None

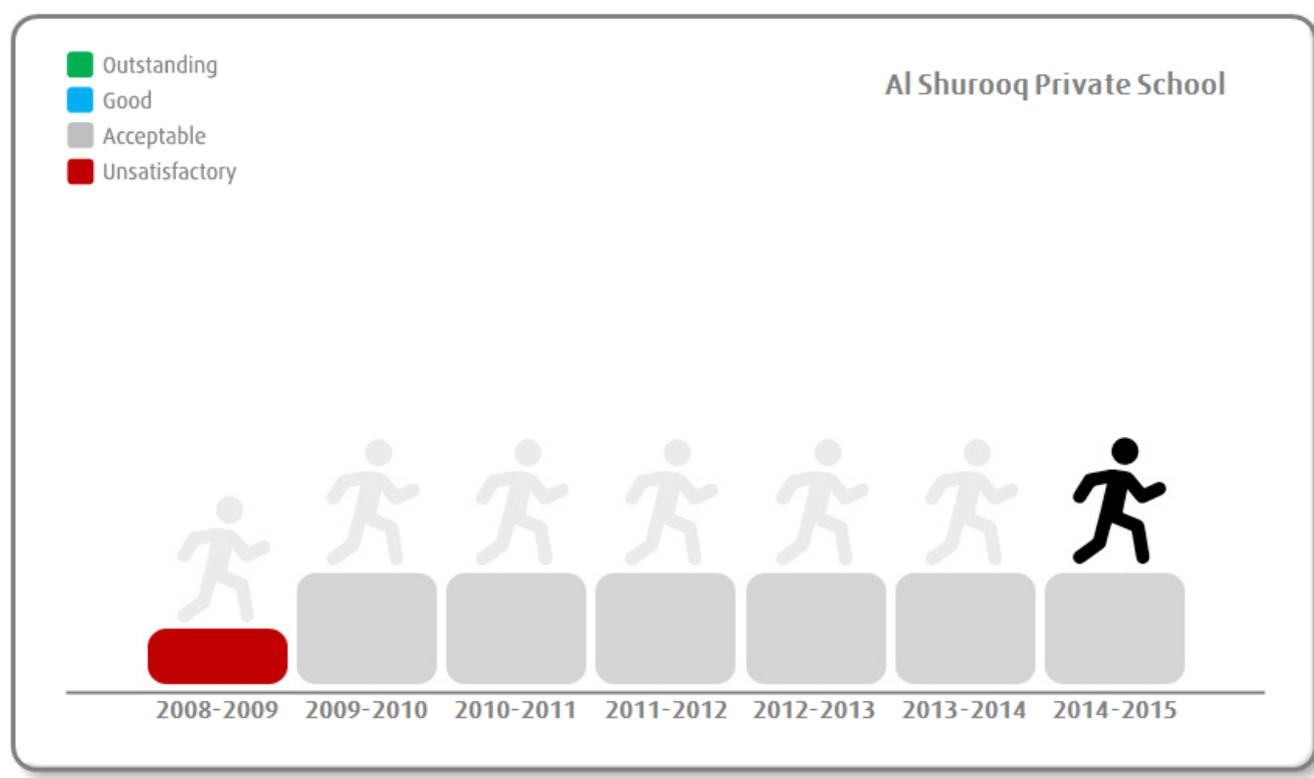




## Dear Parents,

Al Shurooq Private School was inspected by DSIB from 12<sup>th</sup> - 15<sup>th</sup> January 2015 and the overall quality of education provided by the school was found to be **Acceptable**

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



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

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

### Strengths

- Students' attainment and progress in Islamic Education was good.
- In Arabic as a first language, students' attainment and progress in the Kindergarten and Cycle 1, and their progress in Cycle 3 were good.
- Students demonstrated good attitudes and behaviour in all phases of the school.
- Students demonstrated a strong understanding of Islamic values and a good awareness of Emirati and other cultures.

### Areas for improvement

- Improve the capacity of senior leadership by ensuring that:
  - the Principal takes full responsibility for the vision and mission of the school in order to provide effective direction which ensures improved learning outcomes for students
  - the vice-principal provides strong instructional leadership, and has the capacity to monitor improvements in teaching.
- Ensure teachers effectively analyse, understand and use all assessment information about students, including students' performance in international tests, to improve their teaching.
- Improve the curriculum so that all students are routinely engaged, interested and challenged in all lessons.
- Ensure that all staff are trained to identify students with special needs accurately and to support them effectively in lessons to make better progress.
- Ensure that school leaders accurately and precisely identify the strengths and weaknesses in the school, and that the training they provide to teachers directly results in improvements in students' attainment and progress.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Al Shurooq Private School



### How well does the school perform overall?

Overall, Al Shurooq Private School provided an **'acceptable'** quality of education for its students.

- Students' attainment and progress in core subjects were mainly acceptable with the exception of Islamic Education across the phases and Arabic as a first language in the first two phases where it was good. Students' learning skills were acceptable overall except for in Cycle 3 where they were good.
- Most students demonstrated positive attitudes to learning and were well behaved. They did not always show self-reliance, although older students were more responsible and independent in their learning. Students had a strong understanding of Islamic values and Emirati and other cultures. However, the level of their community and environmental responsibility was acceptable.
- Most teachers knew their subjects well. However, they did not always know what each student needed to learn. A number of teachers overly directed and controlled the learning so that students were not independent learners. Teachers of older students were more skillful and understood how to use assessment to meet the needs of their students. Although most teachers recorded student progress, they did not always use this information effectively in their teaching. In particular, international benchmark results, such as PIRLS, TIMSS and PISA, were not used to accurately measure students' academic performance and improve learning in the classroom.
- The quality of the curriculum was acceptable, but it did not challenge or engage students sufficiently. It did not focus enough on the development of skills and the understanding of concepts. Curriculum design was acceptable in the Kindergarten. In other phases of the school, it was unsatisfactory as it was not designed to support the learning of all students.
- The school's provision for health and safety was good. Relationships between students and adults were positive and behaviour was well managed. However, identification and support for students with special educational needs was unsatisfactory. The school did not have a guidance counsellor to give individual advice and support to all students.
- School leaders showed a commitment to school improvement. However, the Principal lacked the capacity to make further improvements. School leaders did not also have the same understanding and approach to the vision, mission and direction of the school. Although improvements had been made by leaders in trying to understand the strengths and weaknesses in the school and provide training for teachers, this had yet to impact in better learning in the classroom. The school had strong links with parents and with the community, including links with local schools and schools in other countries which provided positive experiences for students.

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



- The small number of students with identified special needs made slow progress because of weak procedures and guidance in identifying their exact needs and in accurately measuring their progress. The team of special educational needs teachers did not provide the required assistance to enable all teachers to support students with their learning.
- Most students had individual educational plans to support their learning, but these lacked clarity for teachers and parents. Activities in the classroom did not always help these students to learn effectively.
- Overall support for students with special educational needs in the school was not suited to their specific academic needs nor to their personal development.

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

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Arabic as a First Language	Attainment	Good ↑	Good	Acceptable	Acceptable
	Progress	Good ↑	Good	Acceptable	Good ↑
 Arabic as an Additional Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable	Acceptable	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

## 3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable 	Unsatisfactory	Unsatisfactory	Unsatisfactory

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

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

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



## Overall school judgement

**Acceptable**

## Key strengths

- Students' attainment and progress in Islamic Education were good.
- Students' attainment and progress in Arabic as a first language in the Kindergarten and Cycle 1 and their progress in Cycle 3 were good.
- The behaviour and learning attitudes shown by students in all phases were commendable.
- Students demonstrated a strong understanding of Islamic values and a good awareness of Emirati and other cultures.

## Changes since the last inspection

- Children's attainment and progress in Arabic as a first language in the Kindergarten had improved to good.
- Students' progress in Arabic as a first language in Cycle 3 had improved to good.
- Children's attainment in English in the Kindergarten had improved to acceptable.
- The design of the curriculum in the Kindergarten was now acceptable.

## Recommendations

- Improve the senior leadership capacity by ensuring that:
  - The school principal takes full responsibility for the vision and mission of the school and provides effective direction that ensures improved learning outcomes for students
  - The vice-principal provides strong instructional leadership to monitor improvements in teaching that result in improved learning for students.
- Ensure school leaders accurately identify the strengths and weaknesses in the school so that training of teachers is appropriate to their needs and results in better student learning and progress.
- Ensure teachers effectively analyse, understand and use all assessment information, including international benchmark results, to improve their teaching.
- Improve the design and quality of the curriculum so that all groups of students are engaged, interested and receive appropriate challenge in lessons.
- Ensure that all staff are trained to identify a wider range of special needs so that these students are accurately identified and effectively supported in lessons to enable them to make better progress.

 Improved from last inspection

 Declined from last inspection

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

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

- In Islamic Education, the majority of children showed good understanding in faith such as: God is the Creator. They understood how to apply the Islamic dining manners and memorised a good number of short Surahs of The Holy Qur'an.
- In Arabic as a first language, most children improved their reading and writing of Arabic letters and had good listening and responding skills. They could recognise short and long sounds and could easily form different words from three given letters. They fluently and confidently spoke in standard Arabic in role-play situations. They could also sing Arabic songs and tell Arabic stories.
- As learners of English as an additional language, the majority of children entered the Kindergarten with limited skills in English. They progressed rapidly in speaking and comprehending, but their skills in reading and writing developed more slowly.
- Most children showed an acceptable understanding of age-appropriate mathematical concepts and skills that were in line with the Ministry of Education (MoE) curriculum expectations. They made expected progress in relation to their assessed starting points and as measured against learning objectives.
- In science, most children demonstrated an acceptable understanding of simple scientific concepts. They were developing their inquiry and observation skills and their use and application of scientific vocabulary.

Cycle 1		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students had strong knowledge and understanding of faith and other important concepts such as Islamic etiquettes. They made good progress in their knowledge of the impact of Islamic morals and values on individuals, families and communities.

- In Arabic as a first language, the majority of students displayed good reading comprehension and communication skills in standard Arabic. They had a clear understanding of the content of the studied topics. The majority had developed their writing and reading skills to a good level.
- Overall, most students' English language skills were in line with curriculum expectations. By the end of Cycle 1, most students understood extended speech and could take part in discussions. Written work was less well-developed, because students were given limited time and opportunities to develop these skills.
- In mathematics, most students were able to add and subtract three digit numbers accurately and understood how to balance an equation. Most students also made progress in their ability to recognise a right angle and to use a protractor with accuracy.
- Students in science learned the expected concepts mainly through hands-on activities, but their progress was often slowed by excessive teacher intervention and control.

### Cycle 2

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 students had appropriate memorisation skills of The Holy Qur'an. They were able to interpret the meanings of prescribed verses from the Qur'an and other learnt supplications. Students showed good progress in their deeper understanding of the acts of worship, as well as their impact on the individual's life.
- In Arabic as a first language, most students were in line with curriculum standards in speaking and in reading comprehension. They were able to understand age-appropriate texts of literature. Only a minority of students were able to produce good quality extended writings. Overall, students made better progress in the lower grades of this phases.
- In English, most students understood extended speech and developed a point of view in line with curriculum and age expectations. Most spoke fluently and wrote extended pieces of writing using correct grammar and punctuation. However, the attainment and progress of boys were less secure than those of girls.
- Most students in mathematics were able to convert fractions into percentages to calculate profit margins. Progress in the acquisition of skills and knowledge other than number, was less well developed.
- In science, most students showed expected levels of attainment and progress in their knowledge and understanding of scientific skills and concepts. Good progress was hampered by lack of challenge in lessons and the insufficient opportunities for students to learn independently beyond the basic curriculum expectations.

Cycle 3		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Good

- The majority of students in Islamic Education had a good understanding of major Islamic principles such as the oneness of Allah. They could provide strong evidence about such principles. Students showed good application of the learnt Islamic ethics and morals in their lives. They could provide reasons to follow the Prophet Mohammed (PBUH) as a model in their lives. They had developed a broad understanding of community issues such as, poverty and underdevelopment.
- In Arabic as a first language, most students showed an acceptable level of understanding of high-level poetry. The majority of students made good progress in lessons, especially in reading comprehension. Only a minority of students, especially girls, could write extendedly at a good level.
- Most students' speaking and listening skills in English were confident and secure. However, the development of reading and writing skills was limited by the excessive use of textbooks for language learning.
- In mathematics, the majority of students understood how to interpret and construct graphs and histograms. Many made good progress with the use of mathematical language and symbols and had good recall of formula. As a result, the majority of students made good progress in mathematical knowledge and skills in this phase.
- In science, the majority of students made good progress in the development of scientific skills and towards the set learning objectives. However, their attainment, especially when measured against international standards, was acceptable because of lack of challenge in the curriculum and in lessons.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students had positive attitudes to learning and could work for short periods without support from their teacher. Older students showed greater independence and took high responsibility for their own learning. Across the Kindergarten, children were becoming more engaged and active in learning in school.
- Most students worked cooperatively in groups. Older students communicated with confidence and collaborated successfully with their peers.
- Except in a minority of lessons, students found it difficult to explain what they were learning and how to apply their learning to real life.
- The majority of students rarely found out things for themselves or used learning technology to support their learning. Critical thinking and enquiry were significantly weaker skills in student learning in most phases.

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Personal responsibility</b>	Good	Good	Good	Good

- Most students had a mature attitude, but self-reliance was not always consistently evident amongst students.
- Almost all students were well behaved except for a few instances of poor behaviour by a few boys in Cycle 2.
- Relationships between students and staff and amongst students were respectful and considerate.
- Students showed a positive attitude to healthy eating and a healthy lifestyle. They responded well to the school's advice on this.
- Attendance was good. Punctuality was mostly good with a few students arriving late to school at the start of the school day.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- The majority of students had a good understanding of the impact of the values of Islam on the contemporary society of Dubai.
- Students showed a high appreciation for the culture and heritage of the UAE and a great respect for other cultures as well.
- The majority of students had a confident awareness of their own culture but their understanding of other cultures from around the world was less secure.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Community and environmental responsibility</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Most students understood their responsibility in school and the local community as shown in their contributions to school activities and some charitable work. Older students participated in the school Parliament which provided effective liaison between students and staff.
- Students were engaged in school projects, but this was not extensive. They were given limited opportunities to make independent decisions with teachers often directing too many activities.
- Most students were aware of environmental issues and understood their responsibilities at school and within the broader community. They were aware of the issue of sustainability, and some were involved in recycling initiatives and gave presentations to peers to promote this drive.

### 3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> <li>• Most teachers knew their subjects well, particularly in the upper grades. The majority had a developing understanding of how students learn. Teachers' expectations were low and often below the ability of most students. Kindergarten teachers were developing a better understanding of how young children learn.</li> <li>• Lessons were planned effectively with clear learning objectives, particularly for older students. However, students did not always know what was expected of them. Even when different levels of ability were detailed in lesson plans, activities provided were not sufficiently challenging. Teachers usually made use of additional, basic resources beyond the textbook.</li> <li>• The majority of teachers attempted to ensure that students were engaged in lessons. In the upper grades, teachers' questioning was more skilful and encouraged students to think and inquire.</li> <li>• Although most teachers recognised that there were different student learning needs, they did not always use a variety of effective teaching strategies to meet the needs of all students, especially the higher and lower achievers.</li> <li>• Only a few teachers allowed students to take responsibility and be independent learners. Only rarely did teachers give appropriate time for reflection to enable students to reason and think deeply about their work.</li> <li>• In Arabic as a first language, almost all teachers shared clear learning objectives with their students, and lessons were planned effectively with adequate use of resources and learning technology. Most teachers encouraged collaborative learning and peer assessments.</li> </ul>				

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• School assessment processes were linked to the curriculum and were used to monitor students' academic progress.</li> <li>• The school used the Ministry of Education curriculum standards and the National Assessment Program (NAP) examinations to benchmark student outcomes. However, it did not benchmark student outcomes using students' international test results.</li> <li>• Although the school collected data on students' attainment and progress, the results were not always accurate nor valid due to inflated grading. All assessment data was not systematically analysed by leaders or used by teachers to plan for learning.</li> <li>• A few teachers used assessment data to improve lesson planning and modify the curriculum for better student outcomes, but this was not consistently a part of the teaching practice.</li> <li>• Teachers had a basic understanding of the strengths and weaknesses of their students. Teachers occasionally provided useful oral and written feedback to students, but they did not provide sufficient information on the quality of attainment or guidance on next steps in learning.</li> </ul>				

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum was based on the rationale of the Ministry of Education (MoE). It was strongly focused on knowledge acquisition rather than the acquisition of learning skills.</li> <li>Curriculum continuity and progression prepared students adequately for their next stages in learning in most but not all subjects.</li> <li>The curriculum was delivered according to the MoE requirements. The school only occasionally provided enrichment activities for more stimulating learning. However, developments in the kindergarten curriculum ensured a more enriched curriculum and an environment better suited to meet the learning needs of young children.</li> <li>Some cross-curricular links were observed across the school especially, in the Kindergarten.</li> <li>The school reviewed the curriculum annually and made a few adjustments, but these did not always support improved teaching and learning in the classroom.</li> <li>In Arabic as a first language, the school followed MOE curriculum and met its requirements, however there was limited revision and adjustments to meet the different needs of all students. The curriculum quality was better in KG.</li> </ul>				

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum design to meet the individual needs of students</b>	Acceptable 	Unsatisfactory	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> <li>The curriculum design in the Kindergarten, which was based on the Early Years Foundation Framework (EYFS), better met the needs of learners than the design of the curriculum in the other cycles. However, the activity-based approach to learning to meet children's needs was still a developing feature in this phase.</li> <li>In the rest of the school the curriculum was too narrow, and prescriptive in its description, scope and delivery. There were limited choices for students, particularly in Cycle 3, to meet their needs, interests or aspirations.</li> <li>There were only a few planned extra-curricular activities which did not enhance or meet the academic or personal development needs of students.</li> </ul>				

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Effective security arrangements were in place in the school, and staff took their duty of care seriously. There was a developing awareness of the need for internet safety, particularly when using social media.</li> <li>Arrangements for school and private transportation were safe, organised and well-supervised.</li> <li>The school had efficient systems to ensure good health and safety across the school.</li> <li>The school premises were well-maintained, secure and suitable for all students except for a few with disabilities. Fire drills were regular, and staff and students were aware of evacuation procedures.</li> <li>Effective medical arrangements and advice were in place which encouraged and promoted a healthy lifestyle for all students.</li> </ul>				

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Throughout the school, relationships between staff and students were positive, and behaviour was managed well.</li> <li>The school had efficient systems for promoting regular attendance and punctuality.</li> <li>Identification of students with special educational needs was unsatisfactory as the systems in place were not appropriate to accurately identify these students.</li> <li>Support for students with special educational needs was not suitably matched to their needs to ensure that they made good progress in lessons.</li> <li>Although the concerns and needs of students were recorded, the lack of a guidance counsellor in the school resulted in students' personal development and well-being not supported as fully as it should have been.</li> </ul>				

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

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Unsatisfactory
<ul style="list-style-type: none"> <li>The school had appointed a leader for the special educational needs department. The input from the school's social workers was not yet conducive to the promotion of effective systems and management of this department. The special educational needs policy was ineffective and vague. It lacked clear procedures and guidance on the identification of students with special educational needs.</li> <li>The identification of students with special educational needs was fragmented, incoherent and sometimes inaccurate. There was a lack of focus and a poor understanding of KHDA's expectations in special needs' identification and provision. Few students had been identified and given support plans. Teachers had not been trained in identifying learning difficulties.</li> </ul>	

- Most curriculum planning did not address the special needs of students in lessons. Although support plans were in place for students, they were vague and lacked detailed strategies and modifications to inform teachers and support learning. Differentiation, when included in plans, was not always appropriate or implemented in class.
- Parents were included in the process when a student's needs were identified. Most felt that they were adequately informed by the school on a regular basis with access to specialised staff when they needed. Parents were invited to review meetings, but these were too few to be effective in supporting the needs of their children.
- Inaccurate identification of students' needs affected their progress in lessons. Measuring progress was inaccurate because often the students' starting points were unknown. Students' records did not show consistent monitoring and tracking of their progress or indicate the differentiated tasks to meet their needs.

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

	Overall
<b>The effectiveness of leadership</b>	Acceptable
<ul style="list-style-type: none"> <li>• School leaders showed commitment to improve the school. There were productive working relationships between a few leaders. However, the vision, mission and direction of the school was not clear to all stakeholders.</li> <li>• The Principal displayed a poor capacity to ensure that the school improved.</li> <li>• Communication between all leaders was not always as effective as it could be. It was not sufficiently well organised to give each leader a clear understanding of his/her own and each other's roles and responsibilities, and that led to inefficient operation of the school.</li> <li>• Capacity to improve was limited as the school lacked a clear and shared vision with direction, organisation, communication and appropriate action leading to improvement.</li> <li>• Leaders had achieved a little success in improving a few aspects of the school such as attainment and progress in a few subjects and in curriculum design in the Kindergarten.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school had focused on improving its processes for the evaluation of its own performance. However, the school's self-evaluation and action plans did not realistically reflect the effectiveness in performance and show the areas of the school that needed to improve.</li> <li>• Performance management was in place, and there was both external and internal professional development. Nevertheless, the ineffective monitoring of teacher performance had not provided the school with an accurate view of the impact of professional development.</li> <li>• Improvement plans were positive but based on the analysis of selective data rather than informed by all available data. Consequently, goals were not fully achievable because analysis of the school's needs was not thorough and comprehensive. Data selected for analysis gave an inflated view of student achievement. An inaccurate view of the school's needs had had an impact on the school's direction for improvement.</li> <li>• There was minimal progress in addressing the recommendations of the previous report.</li> </ul>	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>Parents were involved by the school in all aspects of their children's education and the work of the school. They could provide their views directly to school leaders and teachers through survey responses and through the Parent's Council.</li> <li>Communication between home and school was prompt and highly effective. Parents felt that the school consistently responded quickly to any issue raised by them.</li> <li>Reports were regular and clearly explained students' achievements. However, next steps in learning were not included in student reports.</li> <li>Community links were very strong. There was a regular involvement of all students in the local community activities, and older students had good opportunities to enhance their learning through school links with the international school community.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The Board of Governors sought the views of stakeholders and listened to their views.</li> <li>The Board had not done enough to hold the school principal and other senior leaders accountable for school improvements.</li> <li>The Board of Governors gave verbal encouragement. They had had some impact on areas for improvement such supporting teacher training. The board members had not fully ensured that the school provided improvements for students. Their knowledge of the school did not always reflect their understanding of how to fully support the work of the school.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>The operation of the school was efficient and effective. Information boards and displays kept the school community up-to-date with developments at the school.</li> <li>About two-thirds of the employed teachers had teaching qualifications, and most teachers had academic qualifications. Teachers were deployed appropriately.</li> <li>Premises were adequate for needs and provided a clean, safe and well maintained environment for learning. Classrooms usually had displays of student work and visual prompt areas.</li> <li>Although the classrooms were small, resources, particularly in the Kindergarten, were age-appropriate for children's and students' learning. Outdoor and activity areas were appropriately maintained and used effectively to extend learning; however, resources in other areas and phases of the school were not sufficient to meet student needs or the demands of the curriculum such as the library.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	95	6%
	<b>Last year</b>	115	9%
 <b>Teachers</b>	68		58%
 <b>Students</b>	240		63%

- Few parents participated in the survey, the majority of students participated and more than half of the teachers took part in the survey.
- Almost all parents were satisfied with the quality of education at the school and with their children's progress in Islamic Education and Arabic as a first language.
- Although, all parents of students with special educational needs agreed that the school welcomed their children, only half were satisfied that their children's needs had been accurately identified.
- About two-thirds of parents believed their children were offered a wide range of subjects and activities to choose from. Only 50 per cent of parents agreed that the school supported and guided them to help their children at home, and that they were kept informed and were involved in their children's education. Few parents were concerned that the school did not sufficiently support them to help their children at home.
- Most students were satisfied with most aspects of school life and educational provision, especially their progress in science and Arabic as a first language. Although two-thirds of students agreed that the school offered a good range of subjects and activities, only just over a half were satisfied with the extra-curricular activities offered at their school.
- The majority of students felt they were treated well at school and had opportunities to participate in school leadership.
- Almost all teachers were satisfied with the quality of education at their school. A significant minority of teachers did not know if students made good progress in key subjects.
- Most teachers believed students behaved well, and almost all believed the school listened to teachers and acted on their views.

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

## What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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