

ACCEPTABLE



2019-2020

INSPECTION REPORT

UK CURRICULUM

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School Information

General Information	 Location	Al Qusais
	 Opening year of School	2017
	 Website	www.alphaschool.ae
	 Telephone	+97142255586
	 Principal	Alison McDonald
	 Principal - Date appointed	1/1/2019
	 Language of Instruction	English
	 Inspection Dates	17 to 19 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS 1 to Year 6
	 Number of students on roll	298
	 Number of Emirati students	20
	 Number of students of determination	11
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	27
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	12
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	46%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	National Curriculum for England
	 External Tests and Examinations	GL
	 Accreditation	none
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for THE ALPHA SCHOOL LLC

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2019-2020

Summary of Inspection Findings 2019-2020

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

Student outcomes

- Students' achievement is acceptable in most subjects. In the Foundation Stage (FS), although children make the expected progress, it is not fast enough to close the gaps in their knowledge and understanding in English and mathematics. Therefore, their attainment is weak. In primary classes, although students make acceptable progress in all subjects, their attainment in Arabic is weak. Students have positive attitudes to their learning but rarely take responsibility for their own improvement.
- Students' respect for their teachers and for each other is a strength of the school. Their good behaviour contributes to a calm and orderly working environment. Students in primary classes have a secure understanding of Islamic values and how these influence UAE society. They willingly take care of their classrooms and surroundings and are developing an awareness of wider environmental issues.

Provision for learners

- Teachers have strong class management skills and show positive relationships with their students. This contributes well to students' personal development. Due to the lack of a rigorous and consistent system of assessment, teachers do not have sufficiently detailed knowledge of their students' academic achievement. Whilst teachers plan varied and often interesting tasks in lessons, these do not ensure that all students make the best possible progress.
- The curriculum is designed to match the requirements of the National Curriculum for England. Subjects such as art, music and ICT are also included in planning for teaching. Although integrated into English lessons, humanity subjects and opportunities to learn about the heritage and culture of the UAE are not systematically planned. The curriculum is not adapted well enough to ensure that all groups of students make at least good progress.
- Relevant policies and procedures, including appropriate staff training, are in place for the protection and safety of all students and staff. The school building is secure and well maintained. Children in the FS begin their first experiences of school in a welcoming and caring environment. Additional needs of students of determination are identified and, when appropriate, targeted support is provided. Support in lessons is not consistently effective.

Leadership and management

- Leaders and governors are committed to providing an inclusive school, and student well-being is a school priority. Leaders have not been fully successful in setting a clear educational direction. Systems of self-evaluation are weak, and plans for improvement lack clarity. Parents have mostly positive views of the school. Governors have acted to address some weaknesses but have been slow to identify others. Learning resources are adequate.

The best features of the school:

- Students' attitudes to their work, and how well their good behaviour contributes to a purposeful learning environment
- Students' good understanding of Islamic values and their appreciation and respect for the heritage and culture of the UAE
- The positive relationships developed among students and with their teachers.

Key recommendations:

- Improve the quality of teaching in all subjects by:
 - increasing teachers' knowledge of how well students are achieving against the curriculum standards
 - adapting the curriculum to meet students' varying learning needs
 - ensuring teachers' questions engage students in meaningful discussions that promote their independent learning, critical thinking and understanding of concepts.
- Urgently improve assessment and self-evaluation by:
 - ensuring systems of assessment provide accurate internal assessment information in all subjects
 - comparing internal and external assessment information to support a clear plan for improvement
 - improving monitoring procedures to ensure that the quality of teaching is robustly evaluated against the impact it has on student attainment and progress
 - ensuring school improvement plans include measurable success criteria with realistic timeframes.
- Increase the effectiveness of governance by:
 - implementing systems to identify the strengths and weaknesses of the school and to hold leaders to account for student performance
 - becoming fully involved in identifying and setting the planned direction of the school
 - providing sufficient staff to ensure leaders have the time to effectively carry out their roles and responsibilities.

Overall School Performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 English	Attainment	Weak	Acceptable
	Progress	Acceptable	Acceptable
 Mathematics	Attainment	Weak	Acceptable
	Progress	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
 UAE Social Studies	Attainment	Weak	
		Foundation Stage	Primary
Learning skills		Acceptable	Acceptable

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

	Foundation Stage	Primary
Personal development	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good
Social responsibility and innovation skills	Acceptable	Acceptable

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable
Assessment	Acceptable	Weak

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable
Care and support	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Acceptable
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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

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

School's progression in international assessments

meets expectations.

- The school has not yet participated in any international assessment programmes. The outcomes of the National Agenda benchmark assessments in 2019 were higher in all three subjects than they were in 2018. There were notable increases in English and mathematics and a substantial increase in science. This moved science from the lowest of the three subjects in 2018 to the highest of the three subjects in 2019. Comparing NAP outcomes to CAT4 measured potential shows that students attain in excess of what is expected of them in English, mathematics and science.

Impact of leadership

is approaching expectations.

- The schools' action plans demonstrate the leaders' commitment to the UAE National Agenda. There is some early evidence of the impact of the school's actions. The school lacks its own procedure to obtain and analyse robust assessment information. Therefore, most teachers use only external assessment data to plan lessons that meet the learning needs of individual students.

Impact on learning

is approaching expectations.

- The promotion of students' problem-solving skills is not consistent as teachers do not always take account of the needs of the different groups of students. Critical thinking is promoted best in mathematics. Students are rarely engaged in activities that require them to think or work independently. They sometimes use digital devices in all three subjects.

Overall, the schools' progression to achieve its UAE National Agenda targets is approaching expectations.

For development

- Establish an internal assessment system that can generate robust information to be used consistently by teachers to accelerate students' progress.
- Improve the consistency with which students' problem-solving and critical thinking skills are promoted, especially in English and science.

Moral education

- The moral education programme (MEP) is primarily based on the Ministry of Education (MoE) textbook. The school has not yet developed an appropriate chart of the topics to be covered each year.
- Students' learning is not formally assessed. Some informal assessment is carried out through teachers' questioning during the plenary sessions at the end of lessons.
- Teachers use the MoE textbooks consistently, and they also prepare additional resources to enhance students' learning experiences. Some students use digital devices to carry out basic research in class.

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

For development

- Ensure that as the subject progresses from Year 1 to Year 6, there are no gaps in the topics taught according to the MoE programme.
- Use relevant assessment strategies to accurately track students' achievement and provide parents with more detailed and helpful reports.

Reading across the curriculum

- The school has recently begun to assess students' reading skills from Year 2 to Year 6, using commercial standardised tests to measure students' reading and spelling levels.
- A designated teacher leads, monitors and supports reading literacy instruction across the school. The reading policy lacks specific actions to improve reading literacy skills, such as guided reading.
- The school is at an early stage of promoting reading as a lifelong learning skill. Some subject teachers enable students to read with reasonable accuracy and to understand key ideas in a text.
- The school promotes a positive culture of reading. Students are learning how to select appropriate books from the library through a new child-friendly labelling system.

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

For development

- Ensure that the new programmes for supporting reading development are complementary to those already in use, and that they are implemented consistently at all year levels.

Innovation

- Students occasionally solve problems, but their skills of thinking independently and creatively are not well developed. Students use digital devices to support their learning in lessons, but they do not do so consistently.
- Students enjoy participating in several innovative activities. However, these are still at an early stage of development.
- Some teachers are beginning to provide opportunities for students to develop key skills in innovation. However, students are not given sufficient opportunities to use learning technologies creatively.
- Students engage in occasional project days and events that provide some opportunities for them to develop their innovative skills in the context of real-world problems.
- Leaders have an understanding of the importance of innovative leadership. They are beginning to encourage teachers and students to come up with innovative solutions to problems.

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

For development

- Provide students with more opportunities to develop innovation skills in lessons through imaginative, meaningful projects.
- Provide students with more opportunities to use learning technologies creatively in lessons.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- The school's internal assessment information reflects high levels of achievement whereas the lesson observations and work scrutiny show that students' attainment and progress levels are in line with curriculum expectations. This is because students are only informally assessed in the subject.
- In the lower year groups, most students demonstrate appropriate knowledge and understanding of Islamic concepts such as ablution, performance of prayer and the pillars of faith. In the upper year groups, students' skills in recitation and application of recitation rules are underdeveloped.
- Improvements are beginning to be evident in students' understanding of Islamic etiquette and Seerah. These improvements extend to students' understanding of the pillars of Islam, but students do not fully understand how to link all elements of their learning.

For development

- Ensure that the Holy Qur'an, Hadeeth and Seerah are closely linked to all areas of learning and provide more opportunities for students to practice Holy Qur'an recitation.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Students in the upper primary year groups make faster progress and are attaining slightly better relative to their age than those in the lower year groups. Girls are making marginally faster progress than boys.
- Students' listening skills are as expected. Whilst their ability to read familiar and some new words is adequately improving, their understanding of what they read is weak. Most students struggle to write at length or creatively because they do not have knowledge of a sufficiently wide range of vocabulary.
- The school has started to promote a new Arabic reading programme in order to enhance students' reading skills. This has not had the sufficient time to reveal its impact on improving students' reading skills.

For development

- Improve students' reading, extended writing and speaking skills by providing more opportunities for practice and by raising the level of challenge.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- The attainment of upper primary students who have studied Arabic for several years is relatively lower than that of younger students. In relation to their starting points, the less able students make slightly faster progress than the more able ones, due to a lack of challenge in lessons.
- The majority of students have adequate listening skills. Their speaking skills are limited, and their writing skills are weak. Students lack the knowledge, understanding and breadth of vocabulary required to write at length.
- Teachers assign books for students to read. However, these books do not always match students' reading ability. Consequently, this does too little to improve their reading skills.

For development

- Develop students' knowledge and understanding of vocabulary and foster their ability to write independently.
- Improve students' confidence in speaking to share their ideas.
- Ensure that the reading books match students' ability and are used to increase their fluency and understanding.

English

	Foundation Stage	Primary
Attainment	Weak	Acceptable
Progress	Acceptable	Acceptable

- In the FS, children listen well, but their understanding is not secure. Although their reading and writing skills are developing steadily, they remain below expectations. Although students in Primary are not skilled communicators, they are keen to share their ideas. Reading for pleasure helps their progress.
- In the lower primary, students' ability to use their 'sounding out' skills for letters and new words are developing. However, their limited range of vocabulary means they do not always understand the meaning of the words they read. Older students' engagement and interest in reading are helping improve their writing skills. Their use of correct punctuation and grammar remains inconsistent.
- Students' verbal reasoning skills are still developing, and this has an adverse effect on the quality of their writing. Their presentation and letter formation are not always secure.

For development

- Ensure that students always understand what they read.
- Improve students' writing skills, including the correct use of punctuation and grammar, and their ability to use a wide range of vocabulary to maintain the reader's interest.

Mathematics

	Foundation Stage	Primary
Attainment	Weak	Acceptable
Progress	Acceptable	Acceptable

- The majority of children in the FS can count from 1 to 20 independently and can recognise the numeral that represents the number. In Primary, most students adequately develop their basic arithmetic skills. Their understanding of the properties of different shapes is underdeveloped.
- The majority of children in the FS know the names of common 2D shapes. In Primary, most students develop their understanding of mathematical symbols and their knowledge of negative numbers and decimals, in line with the requirements of the curriculum standards.
- The introduction of new support materials is beginning to accelerate students' progress. Most can solve simple mathematical problems, but their reasoning skills are developing slowly.

For development

- Prioritise the development of children's counting and number recognition skills in the FS and the development of students' understanding of the properties of shapes in Primary.
- Improve students' reasoning skills to enable them to solve more complex mathematical problems.

Science

	Foundation Stage	Primary
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- In the FS, children plant seeds under different conditions, such as the availability of water and light. Most children talk successfully about how living things grow. They have acceptable knowledge of the scientific process but have not yet developed strong investigative skills when experimenting.
- In Primary, most students engage in investigations as directed by their teachers. They interpret information and record their findings appropriately. For example, Year 6 students record the difference between good and bad bacteria.
- Students' scientific method skills are not well developed. By Year 4, the majority struggle to make predictions, plan independent investigations, draw conclusions or explain their reasoning.

For development

- Develop FS children's investigative skills and improve primary students' scientific method skills.

UAE Social Studies

All phases

Attainment

Weak

- Students across the school have secure knowledge of the foundation of the UAE, the colours of the UAE flag, the name of Sheikh Zayed and the important buildings around Dubai. They do not have the depth of understanding needed to explain the importance of each of these features of the UAE heritage.
- In the upper years, only a minority of students can identify the various natural resources in the different countries of the Middle East. In the lower years, only a minority of students can read the UAE map and identify important locations on it.
- A minority of students can explain the nature of deserts from around the world and the UAE. They know how the desert climate affects human activities but struggle to explain why.

For development

- Develop students' understanding of the history and geography of the UAE.

Learning Skills

Foundation Stage

Primary

Learning skills

Acceptable

Acceptable

- In most subjects across the years, students are actively engaged in their learning. They collaborate well in lessons, but only a few have the confidence to challenge what they are taught and to justify their own thinking.
- In lessons, students are cooperative, responsive learners who act on their teachers' directions and guidance. They can adequately explain their learning to their peers and teachers, both verbally and in writing.
- Students' use of digital devices is inconsistent. Their problem-solving skills are beginning to develop. They do not think critically about their learning in most subjects. They only engage in enquiry tasks specified by their teachers and rarely decide for themselves on research topics.

For development

- Develop students' confidence and capability to think critically, solve problems and work independently.

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

	Foundation Stage	Primary
Personal development	Good	Good

- In both phases, students show positive and responsible attitudes to school and their learning. They appreciate helpful feedback. Most students are respectful and courteous, and they behave well in lessons under the direction of their teachers. Some do not have the skill to manage their own behaviour.
- Relationships between students and adults are friendly, and there is a positive and enjoyable learning environment. Students generally co-operate well with their peers and support each other if any problems arise.
- Most students understand the reasons for making healthy eating choices and exercising. However, few make unwise choices about what to eat. All students participate successfully in physical education lessons. They return punctually to their classes after breaks, but not all attend school as regularly as expected.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good

- Children in the FS have basic understanding and appreciation of Islamic values in the UAE. Students' depth of understanding improves well in the primary classes. They can explain how Islamic values are embedded in many walks of life. They talk about tolerance as a main aspect of life in the UAE.
- Students' understanding of Emirati heritage and culture is also stronger in the primary phase. Students can give examples of traditional sports and clothes. They can talk confidently about the future of the UAE and can explain, for example, how the country has entered the 'Space Age'.
- Students demonstrate clear understanding and appreciation of their own cultures. With pride, they describe the history, customs and traditions of their own countries but lack a depth of understanding of the cultures of other Arab countries.

	Foundation Stage	Primary
Social responsibility and innovation skills	Acceptable	Acceptable

- Students' social responsibility and innovation skills are relatively stronger in the FS and the lower primary years than elsewhere in the school. However, students in the upper primary years participate more frequently in community and environmental projects than the younger students.
- Students are keen to finish their tasks and get involved in school-planned projects and activities. They have basic knowledge and understanding of environmental and sustainability topics such as the importance of recycling. They know that pollution is harmful but cannot explain the major causes of it.

- They have begun to participate in adult-led enterprise and entrepreneurship events. However, their ability to be creative and innovative problem solvers is inconsistent across the years.

For development

- Improve students' awareness of world-wide cultures, particularly the different Arab cultures.
- Enhance students' understanding of environmental issues and their ability to be innovative problem solvers.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- Most teachers have a working knowledge of their subject and teach it adequately to the learners. However, they are at the early stages of adapting their teaching to ensure that students make the best possible progress.
- Most teachers plan well-structured lessons that allow students to develop their knowledge, understanding and skills. In a few lessons, teachers actively involve students and provide opportunities for them to develop their independent learning skills.
- Most teachers use questioning well to check students' knowledge and understanding and to reinforce the main points of lessons. A few teachers use questioning consistently to develop students' critical thinking skills, but this is not a feature of most lessons.

	Foundation Stage	Primary
Assessment	Acceptable	Weak

- In the FS, teachers' assessment of children's academic, personal and social development is linked to what is to be taught. Internal assessment in the primary phase does not provide clear measures of students' attainment or progress.
- External assessment data is analysed extensively, but the analysis provides only limited information about students' attainment. Therefore, this external assessment information cannot be used to accurately benchmark the school's own assessments.
- In the FS, teachers' assessment of children's learning is regular and provides the basis for their weekly planning. In Primary, the assessment information available to teachers does not help them plan their lessons or adapt their teaching practices.

For development

- Ensure that all teachers' questioning consistently challenges students to reach higher achievement levels.
- Ensure that the assessment system in Primary provides valid and clear measures of students' performance, which can be used by teachers to match tasks to students' learning needs.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Acceptable	Acceptable

- In the FS, the curriculum enables children to initiate their own play and develop their skills and understanding through exploration and enquiry. This approach is at an early stage of development.
- The curriculum in Primary is not always planned or implemented effectively. For example, history and geography are taught as part of English lessons. The separate art, music, and information and communications technology (ICT) lessons broaden students' experiences.
- The school has enrichment activities such as sports and environmental awareness projects. It has introduced a new programme to improve the reading skills of students in the lower primary classes. The taught curriculum is reviewed and adjusted in response to external test results, but this is not done effectively.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Weak

- Most teachers recognise that students in their classes have a range of different learning needs. The lack of accurate assessment data prevents the effective adaptation of the curriculum to meet these needs. In the FS, where assessment processes are better established, the curriculum is adequately adjusted.
- Students engage in a few project days and events that provide imaginative opportunities for them to develop their innovative, enterprise, creative and critical thinking skills in the context of real-world problems. There are too few opportunities provided in lessons to develop these skills.
- Although the occasional school events promote students' understanding of the UAE culture and society, such opportunities are not included in all subjects. Nevertheless, the celebration of Emirati heroes in the school and the appointment of Emirati student leaders are positive steps towards further development.
- Arabic is not taught in the FS classes.

For development

- Ensure that detailed assessments of students' attainment and progress are used to adapt the curriculum to meet the learning needs of all groups.
- Provide opportunities in all subjects to extend students' appreciation and understanding of the UAE culture and society.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable

- The school has a range of policies and procedures for health and safety including safeguarding, anti-bullying and cyber security. The policies are reviewed and updated every year. Staff, students and parents are aware of the policies and procedures but do not always check that appropriate risk assessments are used.
- The arrangements to ensure health, safety and security are efficient. The arrangements for transport are well organised, and the strong supervision ensures the safety and security of all students and adults who use the buses.
- The buildings are well maintained and provide a stimulating and safe learning environment for students and staff. However, there is no accessible toilet in the school. Safe and healthy lifestyles are promoted at assemblies and in physical education and science lessons.

	Foundation Stage	Primary
Care and support	Acceptable	Acceptable

- Staff have very positive relationships with students and interact with them in lessons with empathy and encouragement. Most teachers manage students' behaviour well, and the learning atmosphere is, therefore, calm and conducive to work. The school keeps accurate records and rewards students who have good attendance and punctuality.
- The school is improving its processes for referral, identification and intervention for students of determination and those who are academically gifted. The individual and small group support from the inclusion specialists improves students' learning, but the effectiveness of support and challenge in lessons is inconsistent.
- The school monitors the well-being of all students and provides personal support for any student who is concerned or unhappy. Children starting school in the FS receive good care and support as they settle into the daily routines and requirements of school life.

For development

- Ensure that staff quickly identify all possible risks to students' well-being.
- Embed the improved systems for assessing, identifying and providing for the needs of students of determination and ensure that all students with additional educational needs are screened appropriately.
- Extend and enhance the procedures for identifying and supporting students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Leaders demonstrate commitment to an inclusive school ethos and welcome applications from students of determination. The improved communication between the inclusion department and staff, in their weekly 'Talk About Children' meetings, ensures joint responsibility for supporting students of determination.
- The school's processes for referral, identification and intervention for students of determination are being embedded into practice. The school is making better use of procedures to identify barriers to students' learning and to plan relevant interventions.
- Parents are involved with their children's education and agree on individual education plans with the school. They value the communication and responsiveness of staff concerning their children's progress and well-being. They appreciate the school's liaison with the external therapists who work with their children.
- The personalised additional support, in the classroom or in small groups, is appropriately used to reinforce learning and increase students' confidence in key subjects. In lessons, students' needs are not always met because the quality of modifications is inconsistent.
- The school's assessments are not sufficiently robust to give a clear picture of students' progress over time. The ongoing evaluation of personalised support indicates that most students are making acceptable progress towards their individual targets. Progress in lessons is weak in some subjects.

For development

- Develop teachers' skills to ensure that modifications in lessons consistently meet the learning needs of students of determination.
- Ensure that assessments provide accurate and relevant details of the progress students of determination make over time.

6. Leadership and management

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

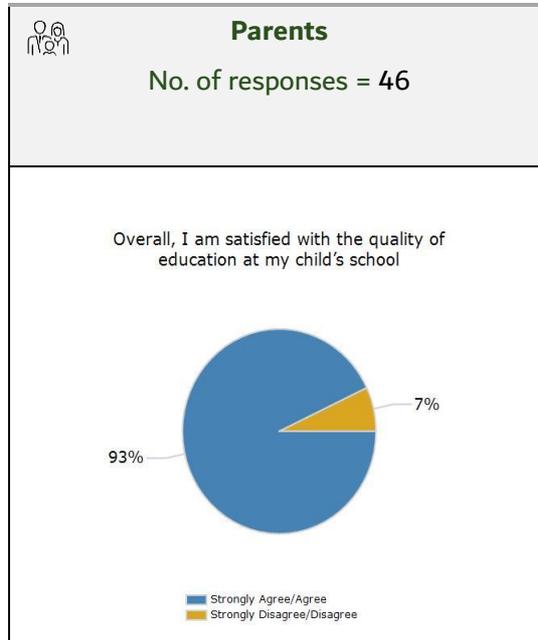
- The principal and her leadership team have a secure understanding of the school's curriculum and the best practices in teaching. They have worked hard to build positive relationships and to boost staff's morale. The leadership roles are delegated to too few staff. Roles and responsibilities are not always clear. Leaders have been slow to make a clear plan for improvement. As a result, the quality of teaching and student outcomes have remained mainly at an acceptable level. The school's too many weaknesses hinder rapid improvement.
- The absence of a well-planned and robust system of internal assessment prevents the school from having an accurate view of its strengths and weaknesses. External data (GL) has been analysed and used to create detailed action plans. Plans for improvement do not include clear success criteria or timescales to help leaders measure the effectiveness of the actions taken. Monitoring does not take place regularly enough or focus sharply on the impact of provision on student outcomes.
- Parents' views about the school are generally positive. They feel well-informed about what is happening in the school. However, the written reports they receive lack sufficient detail, across all the subjects, about the true picture of attainment and progress. There are a few links with the local community such as the school's involvement in recycling. Links further afield are not well developed.
- All stakeholders are represented on the governing board. Governors have listened to parental concerns and, through new staff appointments, have taken action to bring about improvement. However, they have been slow to identify the school's key weaknesses. They rely heavily on reports from staff. Although they are aware of external test information, they have not used it to hold leaders to account or to provide appropriate staffing resources to fully contribute to school improvement.
- The school runs smoothly on a day-to-day basis. Most teachers are adequately qualified and have access to ongoing professional development programmes. The school building is attractive, and the classrooms are well resourced with technology and learning aids. However, there is limited space in the playground for break time and physical education lessons. The provision of Arabic and Islamic education books in the library is inadequate. School leaders are overburdened with their responsibilities and have insufficient time to fulfil their duties.

For development

- Delegate leadership responsibilities to enable leaders to guide staff in a clear direction for improvement.
- Develop a rigorous process of self-evaluation that takes full account of internal and external measures of student outcomes.
- Ensure that the monitoring of the quality of teaching has a clear focus on the impact on student outcomes.
- Ensure that governors influence school improvement more effectively, through support and challenge.
- Ensure that senior leaders are able to fulfil their responsibilities more effectively.

Views of Parents

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



 <p>Parents</p>	<ul style="list-style-type: none"> Parents are mostly content with the quality of education their children receive. Almost all are confident that the school keeps their children safe and helps them develop the skills to be successful learners. They feel welcome in school as staff support them and keep them informed. They confirm that the school listens to their views and takes appropriate action when necessary.
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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