

GOOD



INSPECTION REPORT

US CURRICULUM

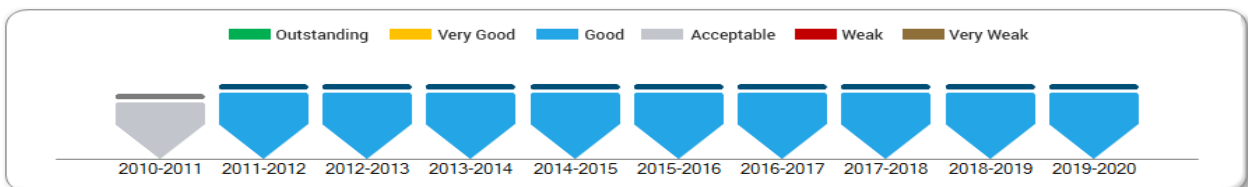
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School Information

General Information	Location	Al Safa
	Opening year of School	1989
	Website	www.ipsjumeira.com
	Telephone	043945111
	Principal	Dr. Connie Weiner
	Principal - Date appointed	9/1/2019
	Language of Instruction	English
	Inspection Dates	17 to 20 February 2020
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Pre KG - Grade 12
	Number of students on roll	2019
	Number of Emirati students	2170
	Number of students of determination	93
	Largest nationality group of students	Emirati
Teachers	Number of teachers	175
	Largest nationality group of teachers	Lebanese
	Number of teaching assistants	37
	Teacher-student ratio	1:14
	Number of guidance counsellors	3
	Teacher turnover	21%
Curriculum	Educational Permit/ License	US Californian Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
	Main Curriculum	US Californian Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
	External Tests and Examinations	AP, SAT, PSAT, IELTS/ TOEFEL
	Accreditation	CIS, NEASC
	National Agenda Benchmark Tests	MAP, CAT 4

School Journey for AL ITTIHAD PRIVATE SCHOOL (BR)



Summary of Inspection Findings 2019-2020

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

- Students' achievement in Islamic education and Arabic is a consistently strong feature of the school. In English, mathematics and science, achievement is more variable, with the strongest progress evident in the Kindergarten (KG) phase. Students' independent learning skills, and their use of technology for inquiry and research, are underdeveloped. Their critical thinking and problem-solving skills are strong in mathematics, but less so elsewhere.
- Students' attitudes, behavior and relationships with their fellow students and teachers are very positive features of the school. Students in all phases exhibit an outstanding understanding of Islamic values and awareness of Emirati and world cultures. Their social responsibility and innovation skills are highly developed. They strongly reflect the school's vision as the guardians of UAE heritage.

Provision for learners

- Teaching for effective learning is more consistent in KG than elsewhere. Teachers plan effective, engaging lessons with a focus on meeting the needs of the whole child in KG. In other phases, teaching is less consistent, often exhibiting a lack challenge, pace and rigor. Teachers are developing the skill of giving feedback to students, and receiving feedback from them, to support their knowledge about each student's level of progress.
- The curriculum in KG includes opportunities for developing reading literacy, physical activity and creativity. In higher phases, elements of the UAE national priorities are incorporated. However, the development of higher-order and innovative thinking skills is just emerging. The curriculum is effectively modified to meet the academic and personal needs of most students.
- Provision for the protection, care, guidance and support of students is strong, and policies and procedures are effective. Staff are well trained. Parents and students are increasingly aware of the expectations of protection. The monitoring of grounds, facilities and visitor access is not rigorous enough to meet the school's policy standards. Procedures to improve attendance and punctuality are beginning to have a positive effect.

Leadership and management

- The new director general and senior leadership team are actively pursuing the school's aspirational vision. They are improving the quality of monitoring teachers' work, and of professional training. They are refining the school's improvement plans. The school's partnerships with parents are increasingly strengthened by enhanced lines of communication. Governance is evolving. There is greater support and monitoring of the school's actions by the school board.

The best features of the school:

- Students' outstanding understanding of Islamic values, their awareness of Emirati culture and their social responsibility
- Students' consistently strong achievement in Islamic education and Arabic
- Students' very good personal development
- The very good adaptation of the curriculum and the protection, care, guidance and support of students, including those of determination








Key recommendations:

- Improve levels of attainment in English, mathematics and science.
- Develop greater consistency in teaching across all phases, by making better use of assessment information and appropriate teaching strategies, and by providing greater consistency of challenge.
- Ensure that the school's reading literacy program is designed to provide greater challenge and a seamless transition of development from one phase of the school to the next.
- Develop governance to ensure that it has a positive impact on decision making, holds school leaders to account, and influences the school's overall performance.
- Review and adapt the school leadership structure to ensure that all aspects of the school's vision are met.

Overall School Performance

Good

1. Students' Achievement

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

	KG	Elementary	Middle	High
Learning skills	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	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Good ↓
Assessment	Good ↓	Good ↓	Good ↓	Good ↓

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↓	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very 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	Very good	Very good	Very good

6. Leadership and management

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

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.

The school's progression in international assessments is approaching expectations.

- The school did not meet its NAP targets but improved in its 2015 Programme for International Student Assessment (PISA) results. In the Trends in Mathematics and Science Study (TIMSS) tests, in both Grades 4 and 8 in mathematics, results declined. Science results declined in Grade 4 but improved in Grade 8. On average, students achieved better than indicated in their Cognitive Abilities Test (CAT4) of measured potential.

The impact of leadership on students' learning meets expectations.

- The school's National Agenda action plan is comprehensive and well-integrated. It is beginning to have a positive impact. Teachers increasingly analyse and use information from assessments to improve curriculum adaptation and their planning.

The impact on learning is approaching expectations.

- Students' use of alternative approaches to solving problems is developing, especially in Arabic and mathematics. They do not often use information technology (IT) in lessons. This restricts the development of their research skills. Students in mathematics can explain their thinking and are developing their critical thinking skills and application of knowledge, but this is not a common feature elsewhere.

Overall, the school's progression to achieve the UAE National Agenda targets is **approaching expectations**.

For development:

- Continue to adapt the school's curriculum to improve results in external benchmark tests.
- Ensure that opportunities to apply knowledge and understanding in unfamiliar situations, and to develop students' critical thinking skills, become central in learning.

Moral education

- Homeroom, subject and specialist teachers deliver moral education in either Arabic or English. Teachers know their students well and provide interesting lessons based on the moral education textbook topics. Learning in Grades 9 to 12 is not supported by a textbook.
- Assessment is developing. There is some continuous assessment in the elementary phase, with outcomes reported to parents. In other phases, students' learning is not adequately assessed, particularly where it is taught through various subjects. Attainment is not included in reports to parents.
- Moral education is taught as a discrete subject from Grades 1 to 8 and across a wide range of other subjects thereafter. Monitoring is not rigorous enough to ensure that key concepts are taught for the required time each week from Grade 9 onwards. The curriculum is designed to give students engaging and enjoyable learning experiences.

The school's implementation of moral education is **meeting expectations**.

For development:

- Ensure that the systematic use of on-going and summative assessments is established to measure all students' learning in moral education, and that reports to parents include these outcomes.
- Ensure that all key concepts are covered and taught for the required amount of time each week in Grades 9 to 12.

Reading across the curriculum

- Thorough analysis of information from assessments enables the school to target interventions for readers in Arabic and English.
- In KG, the teaching of the sounds that letters make fosters young learners' ability to decode words.
- The programs in Arabic and English are having a positive impact on students' reading skills and their enjoyment of reading.
- The introduction of the guided reading program, using appropriately differentiated materials, is enhancing students' abilities to read for meaning through practicing and consolidating effective reading strategies.
- The implementation of reading across the curriculum is in a new school initiative that shows promise, but it is too early to measure its impact accurately.

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

For development:

- Improve the school library to ensure that it is reflective of 21st century best practices as a bilingual learning center, and that it offers printed and digital access to materials to meet the reading levels of all students.

Innovation

- Students have some opportunities to innovate during science, technology, engineering, art and mathematics (STEAM) week. The role of problem-solving in learning is emerging. The use of learning technologies to support innovation and creativity is underdeveloped.
- Students use their strong work ethic to attempt innovation challenges, particularly in STEAM programs. Examples of innovative activities by older students include the creation of building materials that absorb atmospheric pollutants.
- A few teachers are using visual-thinking routines and involving students to present some subjects to support innovation.
- The school is starting to use problem-based learning skills in a few lessons.
- The school's innovation team, led by the innovation coordinator, meets regularly to enhance the ethos of innovation and its development, and ensures that innovation becomes embedded in teaching and learning.

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

For development:

- Increase the opportunities to extend students' skills of innovation and encourage the development of students' entrepreneurial skills in all phases.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Good ↓	Good ↓

- Elementary students are making stronger progress than middle and high school students because of the greater rigor and higher expectations of teachers in lessons.
- A majority of students show recitation and Seerah knowledge above Ministry of Education (MoE) standards. Memorization of the Holy Qur'an is developing well. Students' knowledge of the Holy Qur'an and Hadeeth in the high school phase is variable, but their knowledge of Tajweed is strong.
- Strengthening the links between Islamic education and Arabic enables students to discuss Islamic concepts in greater depth. Students' progress in middle and high school phases is restricted due to insufficient attention being given to their written assignments.

For development:

- Check the development of students' written assignments more accurately.

Arabic as a First Language

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

- The girls and lower elementary students are making consistently good progress. The school's internal assessment results indicate that upper phase students are attaining at levels above MoE curriculum standards. There is some variability in the middle phase.
- Most students have strong listening skills. The majority can read fluently but not always expressively. Speaking skills using classical Arabic are strong, but a small minority of students still prefer to use their own dialect when expressing their views in groups and to their teacher.
- Students across all phases have strong reading comprehension skills. The quality of their writing is more variable. Teachers give some students better guidance and support in their writing tasks than others. There is a lack of consistency in extended writing throughout the phases.

For development:

- Improve the quality and quantity of students' writing by increasing the frequency of their writing practice and the levels of challenge.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good	Very good	Not applicable
Progress	Not applicable	Very good	Very good	Not applicable

- The large majority of students attain levels that are above MoE curriculum standards in comparison with their years of Arabic study. They are developing their vocabulary acquisition, and their reading and comprehension skills, very well.
- Students' basic structured writing is improving. Speaking skills are generally strong, but a small minority of students struggle when they are engaged in conversations about everyday situations.
- Students of Arabic as an additional language are enrolled in Arabic as a first language classes in the elementary phase. This supports their progress. They are able to interact with their fellow students in Arabic and are exposed to greater levels of challenge.

For development:

- Ensure that all students regularly have the opportunity to use Arabic consistently in class.

English

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

- Students' progress in speaking is stronger than in writing. In KG, children develop listening and speaking skills rapidly, and communicate well. Speaking skills in all phases facilitate students' participation in class discussions.
- Attainment is variable in the middle phase and, in all phases, writing for a variety of purposes is not adequately developed.
- Online programs are beginning to have a positive impact on students' reading and on the development of fluency. Students' abilities to read for meaning is being enhanced through the practice and consolidation of effective reading strategies.

For development:

- Improve students' writing skills by consistently providing opportunities to write at length, using guides to the writing and editing of work.

Mathematics

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

- In KG, most children can add, subtract and use correct mathematical symbols. Elementary and middle phase students have a range of numeracy skills. In the middle phase, only a small proportion exceed expected curriculum standards. In the high school phase, students perform well in lessons. External examination results are improving.
- Students have secure skills in mental mathematics, problem-solving and critical thinking. They calculate carefully and accurately and can explain what they do. Students in the high school phase have a good understanding of calculus and statistics. However, some students underperform.
- Throughout the school, students do not always recall the processes they learn because they do not effectively record them. The range of courses for older students has improved, widening their opportunities for greater understanding and challenge.

For development:

- Ensure that work is increasingly challenging and based on the available information from assessments.
- Provide opportunities for students to record their mathematical understanding in order to enhance their recall of the skills that they have learned.

Science

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

- Attainment is strongest in KG. Children work independently and observe carefully. Students in upper phases have low levels of performance on external assessments but make better than expected progress. Scientific concepts are most secure in the high school phase.
- Students carry out suitable practical work, but do not have enough opportunities to organize investigations to test their own hypotheses. Most use appropriate scientific terminology, but a majority have difficulties in understanding scientific texts and in explaining their own thinking clearly.
- Students face challenges in using scientific language. The school has begun to address the issue. Students now carry out more practical work, which results in improving levels of progress.

For development:

- Provide students with more opportunities to design their own practical investigations which test their scientific ideas.
- Extend scientific literacy work to ensure that most students achieve their grade-level expectations.

UAE Social Studies


	All phases
Attainment	Good

- Students in the elementary phase have strengths in discussion and in relating issues to their surroundings. Attainment in the upper phases, based on the curriculum expectations, is strong.
- Students' skills in conducting complex research, such as finding differences between facts and opinions, are not well developed. Students know simple local geographical, historical and economic facts. However, their understanding of global changes, and how those changes influence the UAE, is just developing.
- Students are increasing their ability to quote textual evidence from a range of different resources to support their knowledge and views.

For development:

- Extend students' knowledge by developing in-depth study of topics.
- Expand opportunities for research and investigation to enhance students' ability to determine connections between global and local issues.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good 

- Children in KG make a strong start in developing learning skills as they organize themselves and learn independently. Students in all phases are engaged and conscientious but have too few opportunities to take responsibility for extended learning tasks.
- Students work well individually, in pairs and in small groups. Research is often limited to finding individual facts, or reading a text supplied by the teacher. Students' abilities to think critically, to evaluate information, and to make connections, are underdeveloped.
- Some initiatives develop the use of IT, including the introduction of iPads in the elementary phase, but students are restricted to basic research. Routines are being introduced to support critical thinking, which is beginning to help students to think more deeply.

For development:

- Develop teaching strategies in all subjects that ensure that all students learn to think critically.
- Ensure that all students develop a broad range of research skills which they can apply to all subjects.

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

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

- Students understand the importance of attending school, as evidenced by their exemplary attendance record. They have a very positive attitude towards learning and work hard to enhance their academic success.
- Students have mutually respectful relationships with their teachers and fellow students. They are courteous and collaborative, reinforcing the school's commitment to the promotion of an inclusive and responsive school environment. Girls in general are more respectful than boys.
- Students understand the importance of making good choices and maintaining a healthy lifestyle. A few require reminders about incorporating healthy lifestyle choices into their daily routines.

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

- Students throughout the school show great levels of respect for Islamic values and rituals, and so reflect the school's vision. Many students participate successfully in Holy Qur'an competitions. A number of boys travel to Mecca for Omrah.
- Students show very good levels of appreciation of the UAE culture. Older students are more confident in talking about the historical heritage of the UAE, such as fishing and pearl diving. Understanding of other global cultures is less developed.
- The school engages students in a wide range of events about UAE culture and heritage, such as National, Flag and Martyrs days. Students do not have enough opportunities to initiate or lead their own events to celebrate the UAE and other world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a very strong sense of responsibility and duty. They have an extremely good work ethic. They participate in reading challenges, career days and work experience. The school council presents students' concerns to leaders and discusses possible solutions.
- Students are involved in a wide range of community-based activities. They have recorded stories for the blind and are involved in the Red Crescent winter clothing campaign and the Houbara conservation program. Representatives have participated in the Model United Nations programs in Geneva.
- Students' skills of innovation are developing well. Some have been involved in designing absorbent building materials. STEAM activities enable students to investigate solutions to problems by using robotics.

For development:

- Provide frequent reminders to students and their families about the importance of incorporating healthy lifestyle choices into daily routines.
- Allow students to initiate and lead cultural events, particularly about other world cultures.
- Develop innovative leadership opportunities for students in all phases.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Good ↓

- Teaching is most consistent in KG, where it is underpinned by strong relationships and the provision of a wide range of activities. In other phases, most lessons engage students successfully, but the consistency of challenge is more varied.
- A minority of teachers ask challenging questions which demand critical thinking from students. Most teachers provide different levels of work, linked to curriculum standards. However, success criteria do not always focus on specific next steps in learning for different students.
- The school has introduced routines which are supporting teachers in the development of students' thinking skills. Teachers have received some professional development to enhance their teaching of these skills, and to improve their questioning.

	KG	Elementary	Middle	High
Assessment	Good ↓	Good ↓	Good ↓	Good ↓

- The school has thorough systems to collect and analyze information from assessments. It uses a broad range of external and internal assessments and has well-planned approaches to using the information.
- Teachers, however, do not always use CAT4 information, or other data, to ensure that work is sufficiently challenging or well enough matched to students' abilities. They use curriculum standards to guide them on the content of lessons.
- The school has reduced the gap between the results of internal and external assessments. Better use of this information would help teachers to plan lessons more accurately to meet students' needs. Procedures to help students to evaluate their own progress are effective, but not always used consistently, most notably so in Arabic.

For development:

- Use assessment information to plan and teach lessons that are more closely matched to the needs of the students.
- Improve the consistency in self-assessment procedures, especially in Arabic.
- Promote critical thinking more consistently through appropriate questioning and selection of tasks.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The broad, balanced curriculum is effective and compliant with CCS and NGS standards, and the requirements of the MoE. A systematic progression facilitates senior students' smooth transition to the next stages in their careers.
- There is consistency in provision and approach from KG to Grade 12. The addition of Advanced Placement (AP) courses offers the opportunity for students to study advanced, challenging material.
- Cross-curricular links are integrated in lessons. Across the curriculum, particularly in Arabic, students develop knowledge, understanding and appreciation of UAE culture, heritage and traditions. Children in KG learn to make choices that enhance the development of their skills.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good	Very good	Very good

- The school has successfully adapted the curriculum to meet the needs of different groups. It is well modified through differing tasks for students of determination and for students of Arabic. However, adaptation to meet the needs of the most able students is less effective.
- A wide range of after school-activities, ranging from sports to academic and leadership programs, greatly enhances students' overall development. Opportunities to develop students' innovation skills are included in lessons and through STEAM projects.
- Links with Emirati culture and society are skillfully woven through the curriculum, so that students can share their personal experiences and enrich their understanding of the culture, heritage and values of the UAE.
- Arabic is taught in KG 1 and KG 2 each week.

For development:

- Ensure that the curriculum is consistently modified across all phases to provide sufficient rigor and challenge for all students.

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 ↓

- Child protection and safeguarding procedures are thorough and supported by well-trained staff who have very strong links with families. Processes to identify any issues are handled sensitively. Staff support students well. There are effective links with external services.
- The buildings and grounds are maintained to a good standard of cleanliness and repair and are fully accessible to all students and adults. Although the premises are generally safe, there are some areas, particularly in the KG play area, where more regular review is required.
- The medical facilities are extremely well organized. The school promotes safe and healthy living very effectively.

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

- Staff and students have very positive and purposeful relationships that are caring and courteous. The systems for promoting attendance and punctuality are very effective. Behavior systems and procedures are well developed.
- The identification of students of determination is thorough. Interventions to support them are appropriate. The identification of and support for students with gifts and talents is developing.
- The school's inclusive ethos places a high priority on the development of the student as a whole person. Increased counselling staff allows for the provision of support for groups and individuals. Highly personalized career guidance is available to all students.

For development:

- Regularly review all aspects of the school premises to ensure that high standards of safety and security are maintained at all times.
- Ensure the early identification and support for students with gifts and talents and give them greater classroom challenge.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school's inclusive principles and practices are highly effective.
- The school identifies accurately students at risk and students of determination. Students' individual needs and the school's interventions are generally well matched, in the better lessons.
- The school ensures that parents are actively and consistently engaged with their children's educational program. The inclusion department advises parents on how to help their children engage with school work at home.
- Skilled teachers, who know their students' needs, balance curriculum modification and learning activities appropriately. Differentiation is less skillful and inconsistent in a few classes.
- Effective tracking and evaluation tools are consistently applied for monitoring the progress of students of determination. They provide accurate information. The school uses this information effectively to enhance provision for each individual student.

For development:

- Ensure that teachers maintain an appropriate level of expectation to ensure that students of determination continue to make the progress that they should.

6. Leadership and management

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

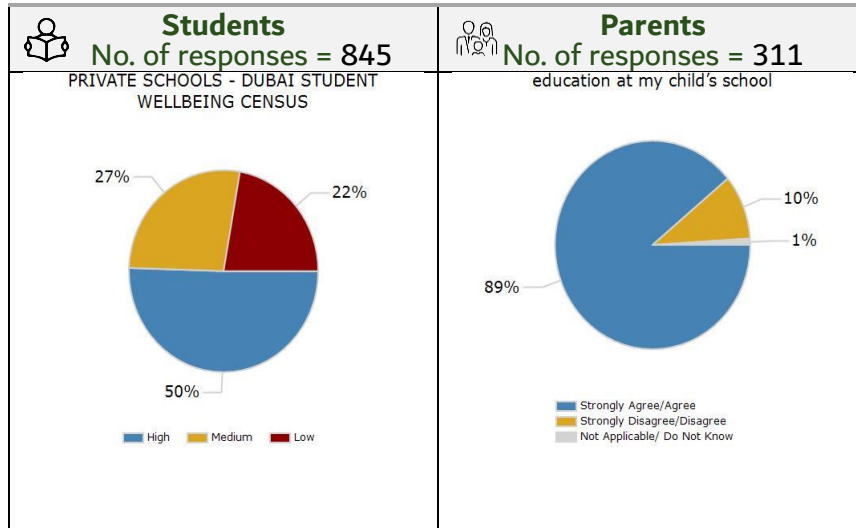
- The new director general and the school's senior leaders set a clear strategic direction and promote the vision of "creating a generation of heritage guardians and global thinkers". This vision is actively supported by the whole school community. Senior leaders know where improvements are needed, but at other levels leadership is mainly operational rather than developmental. Leaders demonstrate a strong commitment to the UAE and Emirati priorities, while facilitating an inclusive ethos. They delegate effectively to address potential barriers and to maintain standards.
- Systematic self-evaluation, using both internal and external data, is being embedded into the school's practices at almost all levels. Improved monitoring ensures appropriate evaluation of teaching and learning, and their impact on students' achievement. The school knows its strengths and areas for improvement well and is generally accurate in identifying its priorities. There has been adequate progress in addressing almost all of the recommendations of the previous inspection report.
- The school is active in engaging parents as partners in their children's education. The school's growing partnerships with local and international universities ensure that students' academic achievements are well supported. Parents appreciate the increased and improved communications. The reporting on children's academic progress and personal and social development is regular, and includes key aspects of their achievements, areas for improvement and the next steps in their learning.
- The governing board includes representation from parents, teachers, educationalists and business partners. An executive board, comprising the group's educational leaders, supports the governing board on professional educational matters. Governors have systems to monitor the school's actions and hold senior leaders to account for the quality of the school's performance. The board ensures that staffing is available to address weaknesses, and that all statutory requirements are met.
- Most aspects of the school's day-to-day management are well organized. The movement of upper elementary phase students is being reviewed to ensure learning time is maximized. The school has enhanced its senior library facilities and introduced additional literacy resources in elementary phase classrooms. However, resources, including library books to promote the development of literacy and digital platforms to support research, are insufficient. The school is adequately staffed to enable it to fulfill its vision and guiding statements.



For development:

- Regularly monitor all targeted initiatives to ensure better levels of impact on students' learning.

Views of parents and students

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



 Students	<ul style="list-style-type: none"> Students, from Grade 6 to 12, who responded to the survey indicate that staff care for them and that they feel valued. They enjoy the school environment, have supportive friendship groups, and are optimistic about their futures. A few consider social bullying to be a concern. The inspection team found little evidence of this.
 Parents	<ul style="list-style-type: none"> Parents who participated in the survey indicate considerable satisfaction with the school. They speak positively about the quality of the school's provision for academic and social development of their children. They agree that leaders listen and respond to their views, and that they have sufficient access to information to support their children at home. The majority indicate that bullying is rare. Nearly all parents report that their children are happy at school.

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