

Inspection Report



Al Mawakeb School - BR

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development?	16
How good are teaching and assessment?.....	17
How well does the curriculum meet the educational needs of all students?.....	18
How well does the school protect and support students?	19
How well does the school provide for students with special educational needs?.....	20
How good are the leadership and management of the school?	21
What are the views of the Principal, parents, teachers and students?.....	23
What happens next?.....	24
How to contact us	24

School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	1998
Website	www.almawakeb.sch.ae
Telephone	04-3478288
Address	Al Barsha P.O.Box 35001, DUBAI
Principal	Moussa Chahbaz
Language of instruction	English, Arabic, French
Inspection dates	19 th -22 nd January 2015



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Pre-K – Grade 12
Number of students on roll	2624
Number of children in Pre-K	96
Number of Emirati students	703
Number of students with SEN	35
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	147
Largest nationality group of teachers	Lebanese
Number of teacher assistants	21
Teacher-student ratio	1:18
Number of guidance counselors	1
Teacher turnover	37%



Curriculum

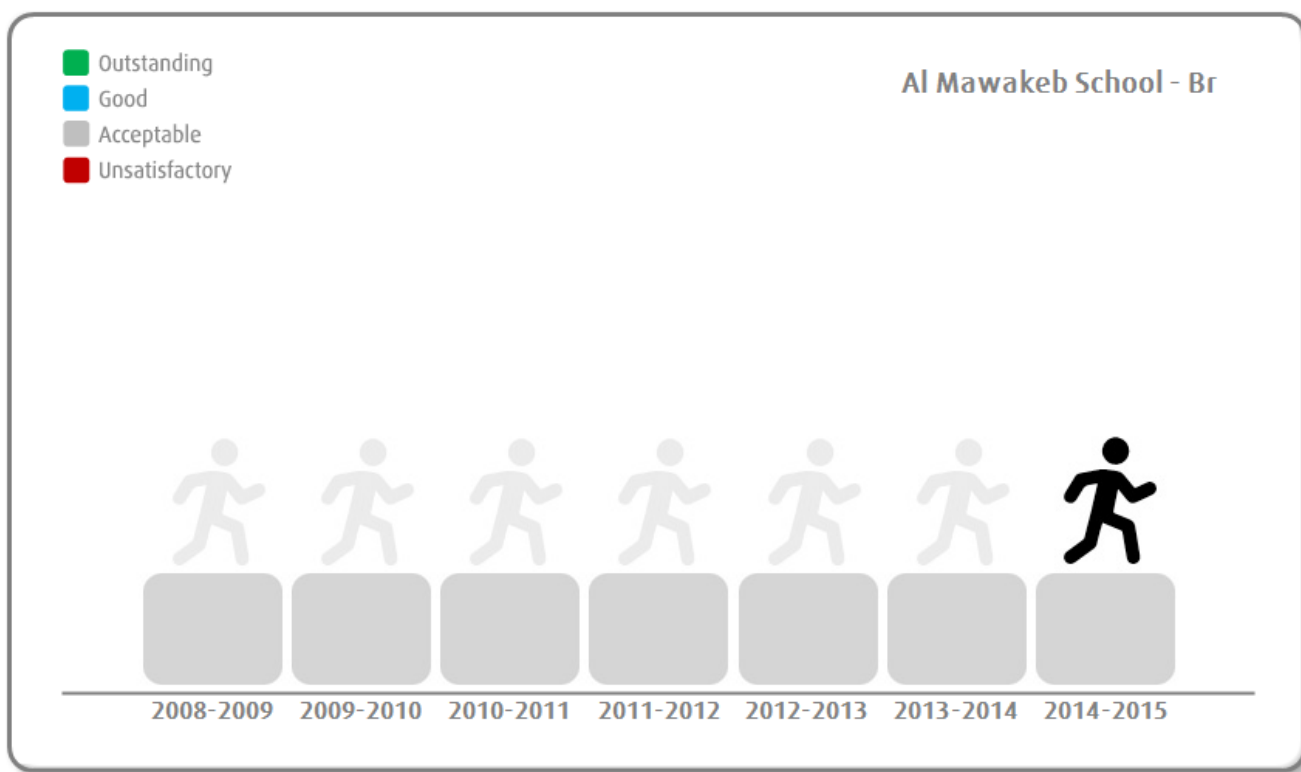
Educational Permit	US
Main Curriculum / Other	US
Standardized tests / board exams	IBT, SAT, PSAT
Accreditation	None



Dear Parents,

Al Mawakeb School - Br was inspected by DSIB from 19th - 22nd 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 judgments 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 English and science were good in the high school.
- Students' progress in Islamic Education was good in all phases.
- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- Students demonstrated a good understanding of Islamic values and environmental awareness.
- The school's health and safety arrangements and the quality of support were good for all students.

Areas for improvement

- Improve the quality of teaching and learning across the school by
 - ensuring teachers have high expectations of what students can achieve
 - providing high quality support in lessons for students with special educational needs
 - ensuring students are given many opportunities to think critically, learn independently, and use a wider range of learning technologies.
- Develop the school's curriculum by aligning it to one set of international curriculum standards to ensure the quality of its provision.
- Improve the professional development of teachers so that those who are underperforming learn from the most successful ones.

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 Mawakeb School - Br



How well does the school perform overall?

Overall, Al Mawakeb School – Al Barsha Branch provided an **‘Acceptable’** quality of education for its students.



- Students’ attainment and progress in English, mathematics and science were good in the Kindergarten. Throughout the remaining phases attainment and progress were either acceptable or good in all key subjects. The children in the Kindergarten were able to complete tasks and activities independently. Most high school students were increasingly reflective learners who knew their strengths and what they needed to improve upon.
- Students’ behavior and attitudes were good throughout the school. They respected Islamic values and understood its impact on the society. Most students displayed a good understanding of environmental issues and were active in identifying ways the school could contribute to sustainability.
- Most teachers had appropriate subject knowledge and in better lessons they helped students make connections to examples in the world beyond school. Most teachers created purposeful learning environments and planned their lessons effectively. Activities in the better lessons were differentiated. However, they did not always provide sufficient challenge for all ability groups.
- The kindergarten curriculum was age appropriate and met the needs of almost all groups of children. In better lessons in other phases, the curriculum provision was planned to enhance links across subjects and promote investigative and critical thinking skills. However, this was inconsistent and remained an area for development.
- The health and safety arrangements in the school were good. Teachers and other adults in the school knew the students well and were aware of their social, emotional and intellectual needs. They enjoyed good relationships with students and treated them as responsible members of the school community.
- The leadership team had begun to make the changes that were needed. Appropriate priorities had been agreed for continuing the improvement of the school, and for improving student outcomes.

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



- Provision for students with special educational needs was acceptable. Students with special educational needs made good progress in their personal and social development. Academic progress was not consistent in all subjects. However, their academic progress was better in the Kindergarten and the high school.
- The school made a range of modifications to the curriculum to meet the needs of students with special educational needs. Teachers modified lessons to suit the needs of students with special needs although this was not always consistent and this affected their rate of progress.
- All students with special needs had individual education plans. These identified students’ main learning needs, specified the support to be provided and set targets for tracking their progress. The school shared this information with parents but was aware that communication was inconsistent and remained an area for development.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Elementary	Middle	High
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	Good	Good	Good	Good

3. How good are teaching and assessment?

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

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Good	Good	Good	Good

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	Good

Overall school judgment

Acceptable

Key strengths

- Students' attainment and progress in English and science were good in the high school.
- Students' progress in Islamic Education was good in all phases.
- Children's attainment and progress in English, mathematics and science were good in the Kindergarten.
- The students demonstrated a strong sense of personal responsibility and their understanding of Islamic values and environmental awareness were good.
- The school's arrangements to ensure the health, safety and quality of support for students were good.

Changes since the last inspection

- Students' attainment and progress in English had improved to good in the high school.
- Children's attainment and progress in science and mathematics in the Kindergarten had improved to good.
- Students' attainment in Arabic as an additional language had declined to acceptable in the high school.
- Students' progress in Islamic Education had improved to good in the middle school.
- Students' personal and social development had improved to good in most phases.
- Teaching had improved to good in the Kindergarten and high school but had declined to acceptable in the middle school.
- Assessment had improved to good in the high school.

Recommendations

- Improve the quality of teaching and learning by:
 - ensuring all teachers have high expectations of what students can achieve in lessons
 - ensuring students with special educational needs are effectively supported so they make good progress
 - increasing opportunities for students to think critically, to investigate and to use a wider range of learning technologies to support their learning.
- Improve leaders' and teachers' use of external and internal assessment data by:
 - ensuring teachers develop appropriate academic targets for individual students which reflect their abilities
 - analyzing students' performance in international tests, against recognized benchmarks.
- Ensure the curriculum is directly aligned with international curriculum standards.
- Sharpen the school's response to professional development priorities by setting realistic time-scales in the self-evaluation and improvement planning.

 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	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good 
Science	Good 	Good 





- The majority of children who were English language learners had started to develop a secure grasp of spoken English. They could confidently sing familiar songs, rhymes and answer questions using a wide vocabulary and simple sentences. They recognized and could read single sounds and common words. The majority could write their names and simple words using correctly formed letters. A few more-able children could engage in lengthy conversations, read and write short phrases.
- Almost all children could confidently recite numbers in order beyond 20 and could accurately count up to ten objects. The majority were able to recognize and write numerals to ten and were able to match a number of objects to the correct numeral. The majority recognized basic colors and shapes, and were aware of differences in size, weight and height. However, children's ability to solve problems and apply their knowledge and skills was less well developed.
- The majority of children had developed a secure understanding of different weather conditions and the natural world. They were able to use their senses to observe similarities and differences in objects. They had developed an understanding of how to compare and confidently sorted different seeds by shape and color. Their ability to predict and investigate was developing and children were beginning to draw and record their findings with support from adults.

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


- In Islamic Education, the majority of students had a clear knowledge and understanding of Islamic worship such as prayers and effectively linked the Islamic etiquettes and manners with their daily lives using appropriate Islamic supplications. Holy Qur'an recitation and applying Tajweed rules were in line with expectations for most of the students. Most students developed their understanding of Islamic concepts such as worship and Seerah.
- In Arabic as a first language, listening was the strongest skill amongst the majority of students. Most were able to listen attentively and understand information. The range of vocabulary used was good, with students using familiar and unfamiliar words to express themselves.
- In Arabic as an additional language, the listening skills of most students were the strongest skills as almost all students were able to listen for purpose and follow instructions. However, students' writing skills were less well developed. These were limited to copying answers from the board.
- In English, students progressively developed their listening, speaking, and reading skills from Grades 1 to 5. Most students could express detailed answers or extended statements of ideas and opinions. However, this fluency in speaking was not consistently reflected in students' writing. Older students' writing often lacked the detail and accuracy of their spoken English.
- Most students were adept at mathematical manipulations, and could repeat concepts and definitions. They were less confident in applying their knowledge to solving problems.
- Elementary students had their first experiences with science laboratory lessons. They learned to follow procedures and collect data. They learned how to examine data and form conclusions. In some classes, the level of rigor was too low to sustain the attention of the most able students. Expectations for all students and challenges for the most able were not high enough.

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

- In Islamic Education, most students demonstrated levels of understanding, knowledge and skills that were in line with expectations, such as Hadeeth, Islamic values and manners and their impact on Muslims' lives. Recitation and memorization skills were within age appropriate levels for most students. The majority of students could then apply what they had learned to their daily lives such as the Islamic rules of dressing.
- In Arabic as a first language, most students were confident readers and had good comprehension skills. They could confidently read texts and extract relevant information. Their writing was improving but the opportunities for extended creative writing were limited.
- In Arabic as an additional language, most students listened and responded appropriately to instructions and could communicate their ideas well to others. The majority read with clear pronunciation and showed a good understanding of what they had read. They were able to write a few familiar sentences of their own.
- In English, most students continued to develop their listening and speaking skills well through class discussions. For example at Grade 6, most students were beginning to write brief essays and with support organized their ideas effectively. At Grade 8 they discussed different types of narrator. By the end of the middle phase, most students wrote to an acceptable standard for a range of purposes including creative writing and critical essays.
- Most students made good progress in the middle phase and could articulate knowledge and understanding of mathematical concepts, for example related to polygons and algebraic manipulation of polynomials.
- In science, most students could list the parts of the human circulatory system and explain the function of each part. They could investigate and calculate the effect of exercise upon heart rate. They described the layers in the Earth's atmosphere and explained why changes in these layers affected weather patterns.

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

- Most students in Islamic Education demonstrated a clear knowledge and understanding of Islamic concepts such as The Islamic Etiquettes in Public Places. In better lessons, the majority of students used references from the Holy Qur'an and Hadeeth to support their answers and related their learning to real life situations. The recitation and memorization skills were in the expected levels. However, their ability to apply recitation rules was under-developed.
- In Arabic as a first language, most students' speaking skills were stronger than their reading and writing skills. They were skillful in using complex Arabic words and a range of vocabulary. Students could use familiar and unfamiliar words to express themselves fluently in long sentences.
- In Arabic as an additional language, the majority of students could read aloud fluently with correct pronunciation. A minority could respond and use correct familiar sentences. Students' ability to use the learnt vocabulary to construct new sentences and writing skills was under-developed.
- In English, older students contributed thoughtful views and opinions in lively classroom discussions about the topics they had studied. Grade 12 students demonstrated an understanding of landmark English literature such as 'Restoration Verse' in their online discussion forum, classroom presentations and critical essays. Most students across the high school phase, wrote well for a range of purposes including personal experiences and creative writing.
- In mathematics, the majority of students demonstrated good knowledge, skills, and understanding of geometry, trigonometry and calculus. A few opportunities arose for students to relate directly to real-life situations, an example being 'interest rates' and 'time-speed-distance' computations.
- The majority of science lessons contained opportunities for students to use learning technology to solve challenging problems. The majority of students proposed areas of enquiry that they wished to research independently. In physics, students correctly derived formulae to identify the speed of a roller coaster at different points on the circuit.

	KG	Elementary	Middle	High
Learning skills	Good 	Acceptable	Good	Good

- Across the school, the majority of students engaged well in learning activities. In the high school, the majority of students were increasingly reflective learners who knew their strengths and what they needed to improve on.
- In the Kindergarten, most children regularly commenced tasks and activities independently as they knew what was expected of them and carefully followed advice on how to improve. Most children were keen to help each other in their learning. In the high school, particularly in Grades 11 and 12, most students collaborated effectively, supporting each other's learning on complex topics.

- In the middle and high school phases, the majority of students readily connected their learning to the wider world at local, national and international levels. They could also apply this learning to everyday life when given the opportunity. However, this was less evident among elementary phase students.
- In the high school most students learned effectively through their own research and problem-solving, for example, in chemistry and physics. The students' use of online exchanges in discussion forums also sharpened their critical thinking skills. In other phases, students were less skilled in thinking for themselves, as they had fewer opportunities to develop these and learn independently.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Students developed a good sense of personal responsibility and maturity as they progressed through the school. Student leaders made a positive contribution to the general orderliness of the school.
- The majority of students behaved well in lessons and when moving around the school. They were self-disciplined, needed little supervision and supported one another readily.
- Students were considerate and sensitive to each other's needs and had developed good relationships with each other and adults.
- The majority of students had a good understanding of the importance of diet and exercise to a healthy lifestyle. The majority of students were keen to participate in physical education activities.
- Attendance was good and most students arrived to school and lessons on time.


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

- Students in all phases demonstrated a good understanding of Islamic values and their impact on everyday life in Dubai. Islamic values were reflected in respect, kindness, friendship and co-operation between all students.
- Emirati traditions and culture were well-known and appreciated. National events were celebrated such as 'National Day' and 'UAE Flag Day'. Students recognized the importance and value of these events to people in the UAE.
- Students had a good appreciation of their own culture and awareness of a range of cultures from around the world. They celebrated different cultures in the 'World Fest Week' and 'Fashion Club' activities.

	KG	Elementary	Middle	High
Community and environmental responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> Students valued the appearance and cleanliness of the school environment. They participated in recycling and reduction campaigns which were designed to maintain the appearance of their school environment. Students communicated ideas about environmental protection back to their homes and communities to be implemented. Almost all students across the school had a positive work ethic. The majority of students engaged with their lessons immediately and were focused on the completion of assigned tasks. The majority students showed initiative by taking part in charitable activities or voluntary schemes in their community. However, school links with the local community were limited. The majority of students understood and valued the environmental and sustainability achievements of Dubai. 				

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Across all phases, most teachers knew their subjects well. Teaching in the Kindergarten and high school was good as it consistently supported students' attainment and progress in learning. Teachers in the Kindergarten and the high school planned suitable tasks and activities. For example, regular opportunities were organized for critical thinking and independent learning, making effective use of resources, including learning technology. However, teachers' planning in other phases contained fewer opportunities for students to become independent learners. Kindergarten teachers' clear instructions and careful questioning developed the children's confidence to answer and ask their own questions. In the high school, both teachers and students freely exchanged ideas and posed challenging questions that effectively extended students' thinking. In better lessons, teachers planned differentiated tasks to meet students' learning needs. In the elementary and middle phases, tasks were less well matched to the needs of individuals and this inhibited progress. In better lessons in Kindergarten and high school, teachers provided a good range of opportunities for students to discover for themselves and develop their thinking skills. However, in other phases students were given fewer activities which promoted independent learning. The quality of teaching in Arabic as first language was inconsistent. It was good in elementary and acceptable in middle and high school. Although most teachers had strong subject knowledge, their knowledge of how students acquire language skills was limited. Teacher-student interactions were a good feature in better lessons. However, this was not consistent in all lessons and did not always lead to language development or the promotion of critical thinking. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> Internal assessment practices were well developed. A new 'Assessment Handbook' provided guidance for the professional staff in their evaluation of the students' attainment and progress. The benchmarking of students' attainment levels was not well developed. There was limited use of external, norm-referenced international assessments to validate students' performance and rate of progress. A new baseline assessment was given to all students in the five key subject areas. This informed staff as to what students knew at the beginning of the school year. A second administration of tests was planned mid-year to measure and track students' progress. Assessment data was readily available to staff through the use of I-campus technology. Use of these data to inform planning and unique instructional strategies was inconsistent and under-developed. Teachers had an acceptable knowledge of their students' strengths and weaknesses. In elementary and middle phases, the level of challenge was insufficient to encourage the more able students to achieve their potential. 				

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

	KG	Elementary	Middle	High
Curriculum quality	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum was acceptably broad and balanced. However, provision was not wide ranging which limited learning opportunities for students. The framework showed planning for progression of learning. The analysis of external assessments was being used to eliminate the gaps in instruction and improve the quality of provision. The curriculum was well defined but limited in scope to the core courses of English, Social Studies, mathematics and science. There was instruction in learning technology that used software which students worked through to develop word processing skills. However, this restricted opportunities in lessons to enrich and extend learning. The curriculum provided good opportunities for independent learning, research and critical thinking Cross-curricular links were good in Kindergarten but limited across the rest of the phases. The school's use of local surroundings to enhance the curriculum was under-developed. The curriculum had been reviewed to provide an acceptable level of provision for all subjects. The curriculum in Arabic as a first language was enriched with extra-materials such as short stories and novels that targeted the improvement in students' attainment. The curriculum had a clear rationale. It was broad, balanced, age appropriate and focused on the development of both knowledge and skills. It closely followed the requirements of the Ministry of Education curriculum. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The curriculum lacked flexibility. There was a limited range of course offerings and students' choices were restricted which limited opportunities for more individual learning. • Modifications had limited impact in meeting the different needs of groups of students. The school was in the process of gathering data to modify its curriculum but this implementation phase was in its infancy. The curriculum was not consistently modified to meet the needs of students with special educational needs and enable them to make good progress. • Extra-curricular activities provided a range of opportunities which supported specific elements of the curriculum including environmental concerns, social issues and inter-school competitions. • The school offered five one-hour sessions per week of basic Arabic in the Kindergarten. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> • The school ensured that all adults in contact with students were aware of key aspects of child protection. The school had started to raise students' awareness of their personal responsibility to protect themselves and others from the dangers of social media. • Thorough checks were carried out by the facilities team to ensure that the school was a secure and safe environment for students and staff. Highly efficient and effective transport arrangements kept students safe on the many buses arriving and departing from the school. The level of supervision and record keeping by both school staff and transport staff was excellent. Gate opening and closing times were tightly scheduled for the safety of students. Arrangements at the boys' departure gates had improved to ensure an orderly, well-supervised and safe departure at the end of the day • Procedures for fire drills were well-known and thoroughly documented. Drills took place regularly, evacuation plans were in all classrooms, and students were reminded of expectations and procedures at the beginning of the year. • The school's premises were kept in a good state of repair. Simple maintenance issues were addressed very promptly and a program of more extended maintenance was planned for the long holidays. The facilities manager was proactive and regularly reviewed options to improve the students' environment for learning and recreation. • The four clinics and their medical staff provided an effective service to ensure that all students had regular health checks and appropriate care during the school day. Healthy living was promoted within the curriculum. 				

	KG	Elementary	Middle	High
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Teachers knew their students well and were very aware of their social, emotional and intellectual needs. They had a good rapport with students and treated them as responsible members of the school community. Behavior was well managed, with appropriate levels of supervision to ensure that the school's expectations were met. The school had effective systems to promote good attendance. Procedures to improve punctuality were more rigorous and were having a measurable impact on reducing lateness. They were also having a positive impact on older students' responsibility and accountability for their own timely arrival for school. The school had an inclusive admission policy. There were good systems to identify students' special educational needs, either on entry to school or for referrals at other times. Specialist staff were improving the accuracy of identification to ensure that prompt support precisely matched a student's needs. The new school counselor provided effective personal support for students with special educational needs. Consequently, many students with behavioral, social and emotional difficulties made good progress. However, support in lessons and academic progress was more variable due to the teachers' lack of understanding and competence to modify the curriculum. The provision of appropriate support matched to individual needs was not yet consistent throughout the school. The school had well-developed systems to ensure students' personal welfare. Heads of section had a good knowledge of their students' personal circumstances and family history. Students knew and trusted these staff to support their well-being. Students received helpful guidance as they prepared for entry to university. Guidance had improved this year with an initiative to help students and their parents plan pathways towards particular careers. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> The school demonstrated its commitment to inclusion by investing well in the appointment of a dedicated special educational needs team this year. The team had worked effectively to improve aspects of the school's provision for students with special educational needs. However, improvement actions had not yet had a full impact on ensuring that systems were applied consistently and effectively. Students were referred to the special needs team by teachers and parents. Referrals were followed up speedily by the counselors. The team was reviewing the accuracy of its identifications so that high quality support could be provided which precisely matched the special needs of the student concerned. The school worked with outside agencies to identify more complex difficulties. The range of the school's modifications and support included additional support in lessons by counselors, additional help by teachers during break times and after school, and the provision of withdrawal groups for extra English support. Modifications and support in lessons to meet the learning needs of students with special educational needs were variable. There were examples of better practice, but this depended on the understanding and competence of the teacher. The quality of support for the personal progress and counseling of students was only acceptable due to inconsistent practice by teachers. 	

- The school aimed to have parents fully involved in all stages of their children’s identification, support planning, setting of progress targets and their review. Although parental involvement had improved this year, it was not regular or well-planned to ensure that students made consistent progress.
- The progress of students with personal and social difficulties was good. However, academic progress over time and in lessons was variable in all subjects. Students’ progress and learning outcomes were better in the Kindergarten and the high school.

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • The Principal, senior leaders and almost all subject leaders fully shared the vision of the school. They were well intentioned and ensured that most stakeholders understood the future direction of the school. • By combining the strengths of the whole leadership team with an increasingly distributed leadership style, the school was well placed to improve student outcomes and school performance. • Leaders effectively communicated the school’s core values and its vision for improved standards with all stakeholders. There were strong relationships at all levels of interaction with stakeholders. • The leadership team showed an understanding of the needs of the school and was becoming more effective in making the changes that were needed. In terms of broad school leadership and management, there was an acceptable level of capacity to improve. • Leaders were focused on improving standards throughout the whole school. However, at the time of inspection most improvement had been limited to the Kindergarten and high school phases. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The school improvement plan provided a sound basis for further developments. Appropriate priorities had been agreed for continuing development. However, in some instances, the timescale for improvements had been over ambitious and not fully achievable. For example, the target for all teachers to differentiate their lesson planning successfully had not yet been achieved. Self-evaluation took into account the views of students, parents, the governing body and the staff. • Performance management procedures and policies were becoming more embedded with a stronger focus on the learning outcomes of students. • Evaluations of planning had resulted in revised procedures and outcomes in better lessons. For example, more cross-curricular work and an increased focus on effective questioning by teachers. • Acceptable progress had been made in responding to the majority of recommendations in the last inspection report. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents felt welcomed and involved in all aspects of school life. There were productive links between school and home with opportunities for parents to be actively involved in their child's education and support their progress in learning. There was a range of effective communication between school and parents. The school used student and parent surveys to seek additional feedback to enhance the school's development. Reporting was regular and informative. Parents appreciated discussions with staff on student progress and personal development and written reports gave supportive information. However, reports did not always provide specific information on the achievements of students or provide information on the students' next steps in learning. The school was developing relevant links with the wider community including local businesses, charities, and government agencies. However, there were few links to other schools. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The governors were taking steps to work more closely with stakeholders, for example, inviting and responding to feedback from parents, student leaders and members of staff. The strategic and advisory roles of governance, for example providing an objective and independent view and holding the professional leadership of the school to account for its performance, were overseen by the owners' school improvement team. Through regular meeting with the school leaders, governors were aware of developments within the school. The governors' influence on the school was noticeable in terms of refinement of their recruitment procedures and increasing the number of staff in key areas, for example SEN and counseling. Governors understood the need for continuous improvement as illustrated by their strong commitment to continuous professional development courses for teachers. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> Day-to-day management of the school, was efficient and effective. Information was displayed clearly around the school which kept everyone up to date about what was happening in the school. Teachers were deployed appropriately across the phases. Teachers had academic qualifications but only a minority had a recognized teaching qualification. This lack of qualified teaching staff combined with the high turnover of teachers created a challenge for the school's leadership in terms of embedding high quality teaching practice. Premises were spacious, clean, well-maintained and appropriate for learning. Teaching areas were mostly of an acceptable size but a few classes were over-crowded. Governors had not ensured that overcrowding in classrooms had been minimized so that students are not restricted in their learning and development. Availability and access to resources in all phases and subjects was inconsistent. However, the resources were better quality in the high school. The library was spacious and study resources for most areas of learning were adequate. However, resources did not sufficiently support learning in all subjects. The provision and access to learning technology resources had been improved with further increases planned. 	

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
 Parents*	This year	267	17%
	Last year	377	26%
 Teachers	66		45%
 Students	382		77%

- There was a decreased response from parents this year representing about a fifth of all families in the school. Responses were received from a minority of teachers but most students participated in the survey.
- Most teachers and parents agreed that the school kept both parents and students updated about students' progress in English, mathematics and science.
- However, a third of parents felt less well informed about progress in Islamic Education and at least a quarter did not agree that students made good progress in Arabic.
- All stakeholders agreed that students were safe in school and that students were well behaved. They agreed that students developed good social skills and worked well with others.
- Most parents felt that their children were developing a range of learning skills and that teachers helped the students to learn.
- Parents and students expressed concerns that extra-curricular opportunities and school trips were limited.
- Whilst almost all teachers and most parents were satisfied with the quality of education provided by the school, almost half of the students were concerned about the value of the end of school certificate and the limited specialist career education that the school offered.

*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