

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



**المعرفة**  
Knowledge

# INSPECTION REPORT

2017-2018

Al Ittihad  
Private school

Celebrating  
10 years of  
inspections

AL ITTIHAD PRIVATE SCHOOL

AMERICAN CURRICULUM



## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	16
4. Curriculum .....	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management .....	20
The views of parents, teachers and senior students.....	22

## School information

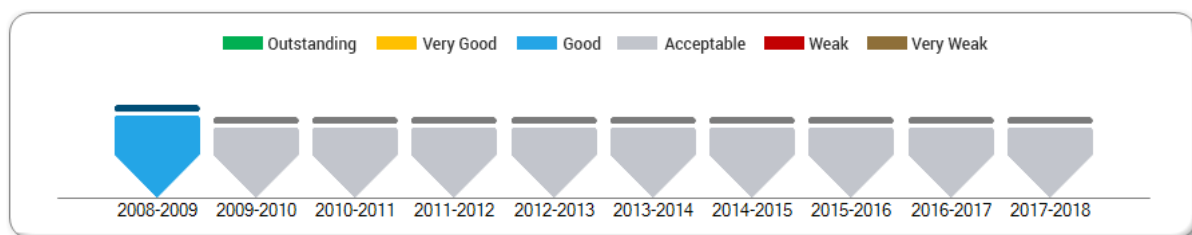
General information	
Location	Al Mamzar
Type of school	Private
Opening year of school	1978
Website	www.ipsmamzar.com
Telephone	00971-4-2966314
Address	P.O.Box 5126-Dubai
Principal	Mrs. Amna Mohamad Rafi
Principal - Date appointed	10/1/2012
Language of instruction	English
Inspection dates	30 September - 02 November 2017

Teachers / Support staff	
Number of teachers	137
Largest nationality group of teachers	Jordan
Number of teaching assistants	26
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	29%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1857
Number of children in pre-kindergarten	57
Number of Emirati students	1482
Number of students with SEND	47
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / California
External tests and examinations	MAP, CAT4, SAT, PSAT, PBTS
Accreditation	CIS, NEASC
National Agenda benchmark tests	MAP

### School Journey for Al Ittihad Private school



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**Al Ittihad Private School** was inspected by DSIB from 30 September to 02 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The school has a nucleus of strong leaders who are successfully developing their discrete areas of responsibility. External benchmarking is beginning to be used to understand students' strengths and weaknesses. However, it is insufficiently used to determine the school's view of itself. Existing parent and student councils provide valuable feedback and are willing to contribute strategically to the school's improvement journey.

### Students' achievement

Attainment and progress in the KG remain at good levels as has attainment in Islamic education in the other phases. Attainment has dipped in mathematics in the high school and in science in the middle school. Students' progress in the middle school is now lower in Islamic education and mathematics. In the high school, it is now lower in mathematics and Arabic.

### Students' personal and social development, and their innovation skills

Students' personal and social development is a strength. Students continue to have outstanding knowledge of Islamic values and understanding of the culture of the UAE and other countries around the world. Their environmental awareness and community responsibility continues to grow. A small number of boys in the elementary school and middle school do not have the very high levels of self-discipline of the other students.

### Teaching and assessment

The quality of teaching and the development of learning skills has improved in elementary school but is still variable across the school. It is stronger in the KG, where teachers better match activities to learners' needs and in the middle and high school phases, where students are more independent and take greater responsibility for their learning. Assessment processes now include external benchmarking.

### Curriculum

Curriculum design remains strong. A greater range of curricular options are provided for high school students. Links with the UAE context are meaningful and enhance learning. The modification of the curriculum, in light of external evidence, assessments and cognitive testing, is at an early stage. Students with SEND are receiving improved guidance and targeted teaching from learning support staff.

### The protection, care, guidance and support of students

Procedures for safety during school time and on buses are strong. However, systems for accounting for students before lessons start are not fully effective. The KG facilities are secure. In the KG, teachers know the children very well. Care and guidance is improving in the elementary, middle and high school. A behavior plan is in place to effectively address boys' engagement and self-discipline.

### What the school does best

- Students' personal development and the social contribution they make to the local, national and global communities
- The high standards of care and support given to all students in the school
- The high-quality leadership in the KG that enables children to make good progress.







### Key recommendations

- Improve students' attainment and progress in all core subjects by:
  - ensuring teachers correctly identify the starting points of different groups of students and deliver support and challenge in lessons that meet their individual needs
  - developing their learning and self-assessment skills so that they can contribute to improving their own learning
  - enriching the curriculum and implementing opportunities to develop their verbal reasoning skills.
- Use external assessments to inform the school's self-evaluation, support and challenge individual students, and identify areas for development in teaching and to apply the curriculum more effectively.
- Improve governors' abilities to support and develop leadership capacity by:
  - extending the board's current educational expertise
  - establishing a systematic dialogue with parent and student bodies
  - involving the board closely in the school improvement process, making good use of the expertise of some existing middle and senior leaders
  - holding school leaders fully to account for their performance.

## Overall School Performance

Acceptable

### 1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good ↓	Very good
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↓
 Arabic as an additional language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable ↓	Acceptable ↓
 Science	Attainment	Good	Good	Acceptable ↓	Good
	Progress	Good	Good	Good	Good
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- Students' attainment on the National Agenda Parameter (N.A.P.) tests in English, mathematics and science is below expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The whole-school and departmental National Agenda action plans identify the key strategies to secure improved performance on future international assessments.
- CAT4 data is effectively used in the identification of students who have SEND. The school does not align CAT4 with internal assessments to use it to inform self-evaluation and school improvement priorities.
- The school is modifying the curriculum appropriately to include TIMSS and PISA requirements in both content and skills.
- Most teachers do not make appropriate adjustments to teaching strategies based on an analysis of CAT4 or MAP data.
- Some students are aware of their own results on the international benchmark tests. Older students are skilled in using learning technologies to develop their research skills.

**Overall, the school's provision for achieving National Agenda targets is not secure.**

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements):** i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- School leaders and governors are considering strategies for raising the achievement of the Emirati students including adding more time to lessons in English in the elementary school. However, the lack of understanding of verbal reasoning and the need for specific interventions is limiting progress in developing students' cognitive abilities in all the phases.
- In the better lessons, in the high school, the Emirati students are using critical thinking skills, analyzing information, and interpreting data to draw conclusions and make applications to the real world. In the elementary phase, intervention strategies are planned but not fully implemented.
- There is limited curricular adaptation for Emirati students. Although school leaders and some teachers understand the CAT4 profiles, this does not result in appropriate differentiation in lessons. The intervention strategies being developed are not focused on narrowing the gaps in achievement.

**The school's provision for raising the achievement of Emirati students needs improvement.**

### Moral Education

- The new moral education program is successfully integrated into the school's curriculum and meets the mandated requirements. Parents and community organizations are active partners in the delivery of the program.
- Teaching moral education in English and Arabic enhances opportunities for success for most students. The textbook is used alongside teacher-developed activities.
- Students actively participate in class activities, applying their own experiences. They discuss real life situations that they may have experienced.
- The assessment process is ongoing and is being adapted as the new curriculum is implemented. Student self-assessment forms an important part of the process.

**The school's implementation of the UAE moral education program is developing.**

### Social Studies

- The UAE social studies program is integrated in the school's curriculum mapping reducing duplication of topics.
- All lessons and grades are taught in Arabic to better address the school's student population which is 80% Emirati.
- Learning is often teacher-directed which inhibits students' critical thinking. However, in some lessons, teachers' effective questioning techniques encourage students' engagement.
- Assessment of students' achievement is primarily paper based. Oral assessments and grading of reports and projects are also used to recognize students' contributions.

**The school's implementation of the UAE social studies program is well developed.**


### Innovation in Education

- The use of technology by students is a regular practice across the school. However, students' innovative learning and thinking skills are not well-developed and do not influence all aspects of their learning.
- Students have been regular participants in the 'Think Science' competition for the past four years and enthusiastically embrace opportunities to participate in enterprise and entrepreneurship opportunities.
- Teaching in a minority of classes has created opportunities for students to be innovative and to think creatively around a subject.
- The curriculum identifies opportunities for the development of innovation skills in a number of projects which encourage inventiveness and creativity. However, such opportunities are not implemented consistently.
- School leaders are committed to innovation and are providing some discrete opportunities, resources and learning spaces, for some students to be creative and innovative.

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

## Main inspection report


### 1. Students' achievements

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

- The majority of students demonstrate skills, knowledge and understanding that are above curriculum expectations in Islamic concepts and principles. A large majority of students in the high school make better than expected progress in lessons.
- Students show confidence in interpreting prescribed verses of the Holy Qur'an and Hadeeth. They are able to deduce, conclude and apply their learning to real-life situations. Their skills in recitation and applying recitation rules are less developed.
- The more rapid progress made by students in the higher grades is due to teaching strategies that enable them to think critically, solve problems and work independently.

#### For development

- Provide opportunities for research and independent learning in all phases to develop deeper knowledge and understanding, in all areas of the subject.


		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↓

- The majority of girls in the high school demonstrate good language skills. The attainment of the boys across the school is not as strong but is broadly in line with the MoE curriculum standards.
- Girls in the high school have good reading comprehension and when given the opportunity, they write well. However, the reading and speaking skills of most students in the elementary school and the middle school are only acceptable.

- The attainment of most students is similar to that of the previous year. However, their overall progress in the high school has declined as opportunities for them to use extended responses and write creatively are inconsistent.

#### For development


- Enable and challenge all students to speak extensively and write creatively.

		KG	Elementary	Middle	High
English 	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

- Internal assessment data show higher levels of progress and attainment than shown by the MAP results. The MAP tests assess students' cumulative skill development, while most internal assessments relate only to students' individual skills developed in recent lessons.
- Children make rapid progress after entry to the KG. Students in high school have strong abilities to use English for learning and communication. They express themselves well and work collaboratively to deliver presentations and reports.
- Teachers promote students' development of vocabulary across subjects such as science and social studies. The school is promoting reading by providing online programs for homework.

#### For development

- Develop students' reading and writing skills through additional practice and more classroom time for reading that relates to students' interests.


		KG	Elementary	Middle	High
Mathematics 	Attainment	Good	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable ↓	Acceptable ↓

- Children in the KG benefit from a range of purposeful activities that develop their understanding of mathematical concepts. In the other phases, only a minority of classes have a similar strength in providing opportunities for students to think and reason. In the majority of classes, there is too much focus on calculation alone.
- The school's focus on the content standards is consistent, as students work with numbers, shapes and gradually more complex algorithms. Students' mathematical skills of problem solving and use of models are underdeveloped.

- In the upper three phases, students' knowledge and skill development are not improving at the required rate to fill in gaps in their understanding or accelerate their achievement.

#### For development

- Prioritize students' development of mental mathematics and critical thinking skills.
- Enable students to solve mathematical problems and explain their solutions on a regular basis.

		KG	Elementary	Middle	High
 Science	Attainment	Good	Good	Acceptable ↓	Good
	Progress	Good	Good	Good	Good

- Although students' internal assessment results in the middle school reflect only acceptable attainment, their progress in lessons is stronger. Students' achievement in all other phases is good.
- Students' knowledge, understanding and the theoretical application of their understanding are stronger than their development of investigative science skills.
- Students' attainment over time, as measured by internal assessments, remains good in the elementary school and the high school.

#### For development

- Extend and improve students' investigative skills in all the phases.

	KG	Elementary	Middle	High
Learning Skills	Good	Acceptable	Good	Good

- Students in all phases are keen to learn. Many of them take responsibility for their own learning and eagerly accept opportunities to work independently towards a purpose. This is, however, variable across the classes and subjects.
- Students are increasingly adept in using technology to support their learning. Critical thinking, comparing, interpreting and critiquing are not well-developed skills for most students.
- Students' learning skills are more developed in Islamic education and science than in other subjects. Overly teacher-led lessons in all phases inhibit the growth of students' learning skills.

#### For development

- Integrate the development of students' communication, collaboration, problem-solving and thinking skills into lessons in all subjects.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good	Good	Good	Very good

- Students in all phases demonstrate a positive attitude towards their school and others. Personal development is particularly strong in the KG and the high school where nearly all students show self-discipline and self-reliance.
- Students enjoy strong relationships with their teachers and peers. Most relationships are respectful. Students are increasingly making healthier food choices, and their overall attendance is very good.
- The school has updated its behavior management policies, and this is having an impact on improving students' personal development.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate excellent understanding and appreciation of the values of Islam. They identify the values that have a great impact on the everyday life in the UAE, and on their own lives and experiences.
- Students show great respect and appreciation to the UAE culture and history. They are proud of the UAE achievements in developing the seven emirates. They contribute to a range of cultural events and activities.
- Students celebrate their own culture and other world cultures through planned curricular links and activities, such as the Heritage Club, the International Day and visits to Sweden, China and other countries around the world.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good	Very good ↑	Very good ↑	Very good ↑

- Students contribute actively to the life of the school and the wider community. Community service is part of their learning, and they participate in a wide range of community activities.
- Students, particularly in upper grades, have a very positive work ethic. They successfully initiate and manage ideas and projects in STEM, Robotics and WETEX competitions.
- Most students care for their school and take part in projects to improve its environment through implementing the three R's: Reduce, Reuse and Recycle. They participate in projects beyond the school which support sustainability and conservation.

#### For development

- Enable students in the elementary school and middle school to become as self-reliant and self-disciplined as their peers in the KG and high school.
- Increase the opportunities for students to initiate and lead activities linked to entrepreneurial projects.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Acceptable	Acceptable ↓	Good

- There is variation in the quality of teaching in all phases. Teachers in the KG and the high school most often use approaches closely matched to learners' needs. In the best lessons, teachers use their understanding of students' starting points to extend their learning.
- Some lessons contain general activities rather than a focus on developing subject-specific skills. Where teachers have high expectations and learning objectives are clear, students make better progress. In the lower grades, many teachers use resources well to support learning.
- As a result of training, some teachers have improved their classroom practice, but this is very inconsistent. Teachers do not measure students' progress in lessons accurately, particularly in the elementary school and middle school.

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Good	Good	Good

- Internal assessment processes, across all phases, are consistently linked to the school's curriculum standards. Senior leaders analyze most assessment data in considerable depth. They use comprehensive and effective tools to track students' attainment over time.
- Established teachers have good knowledge of the strengths and the learning needs of their students. Although not explicitly linked to benchmarking assessments, many lessons incorporate a form of differentiated tasks, intended to better meet the needs of individual students.
- Teachers have access to a range of data. Many understand the potential use of the assessment data available to them. However, only a minority of them can effectively use these data to adapt lessons and meet the needs of individual students.

#### For development

- Use the results of data analyses to inform curriculum review and to adapt teaching and learning strategies to meet the needs of individual and groups of students.

## 4. Curriculum

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Good	Good	Good

- The curricula for English, science, mathematics, and physical education are aligned to the California State Standards at all levels. The curricula for Islamic education, Arabic, and moral education follow the UAE MoE standards.
- A strength of the curriculum is the mapping of skills and concepts to indicate when they will be taught and assessed. These skills and concepts are sequenced to inform continuity and progression.
- An appropriate range of extra-curricular activities benefits students' academic and personal development, especially in the elementary school. Improvements in the curriculum include aligning it better with the California State Standards.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Good	Acceptable	Acceptable	Acceptable

- The school is beginning to incorporate MAP and CAT4 results into curriculum planning to identify the particular needs of different learners. Some modifications are made to meet the needs of students with SEND and those with gifts and talents.
- The curriculum is adapted well to build on previous achievements, particularly in the KG, and it provides close links with Emirati culture and UAE society. However, the needs of additional English language learners and their significant verbal reasoning deficit are not taken into account when making modifications to the curriculum.
- In science the curriculum has been modified to incorporate projects to develop innovation and creativity. However, such opportunities are not identified in the other subjects.

#### For development

- Modify the curriculum to incorporate opportunities for students to develop innovation and creativity in all subjects.
- Identify opportunities within the curriculum for students in all subjects and grades to develop verbal reasoning skills..

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

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Very good	Very good	Very good

- The arrangement to keep all students safe and healthy are very effective across the school. The KG building is highly secure, and entry to it is very well controlled and monitored.
- A comprehensive child protection policy is in place, and all records are up-to-date and accurate. Students are supervised at all times. However, access to the school via the multiple entry points is not effectively controlled, and not all students' attendance is accounted for in every lesson.
- The school has improved the hygiene of the boys' sections and has plans for more maintenance work. The school has identified obese students but has not implemented the plans to monitor progress towards adopting healthier life styles.

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

- Teachers know their students well and respond positively to their social and intellectual needs, particularly in the KG. Implementing additional procedures for behavior management and punctuality has led to improved student behavior in most phases.
- The identification of students with SEND and those who are gifted and talented is strong and leads to timely and targeted intervention by learning support staff. This enables most students to make consistent progress while in their care.
- The guidance and social care counselors effectively monitor students' personal well-being and academic progress. Students in the high school are generally satisfied with the advice and guidance they receive about career readiness and college choices, but their parents wish for this to be individualized.

#### For development

- Ensure students' access to the school premises is monitored and controlled at all times.
- Modify career and college guidance advice in order to provide more individualized support for high school students.

### Inclusion of students with SEND (Students of determination)

#### Provision and outcomes for students with SEND

Acceptable

- The well-qualified and experienced leader of the SEND department manages a specialist team which works with students and provides guidance and support to classroom teachers.
- A range of assessment information is used to identify students with SEND and to inform the development of appropriate interventions. Targeted support by designated staff ensures that specific barriers to learning are reduced. However, such approaches are not consistently used by classroom teachers.
- Parents are fully involved in the individual education plan of their children. They are kept informed about their children's goals and progress on a regular basis, and they feel comfortable to request meetings with staff to discuss any concerns. Overall, they are highly satisfied with the SEND program.
- Direct support provided by the specialist team has a positive impact on the outcomes of students with SEND. However, the inconsistent monitoring by senior leaders has a negative impact on the quality of support provided by classroom teachers.

- The targeted support students with SEND receive from the specialist team ensures that most of them make good progress in specific areas of need. However, their progress slows down during lessons because it depends on the inconsistent quality of support provided by classroom teachers.

#### For development

- Hold classroom teachers accountable for deploying the teaching strategies provided by the SEND department which enable students with SEND to make more rapid progress.

## 6. Leadership and management

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

- The school's direction is appropriate to its shared mission and vision statements and in line with UAE priorities. The school has a number of strong leaders, with up-to-date understanding of best educational practices. Although leadership follows a distributive model, it does not effectively make best use of the strengths of all leaders to secure improvements.
- The school has appropriate processes for gathering information from a variety of sources but is not systematic in gathering parents' and students' views. Leaders' evaluations of school performance are inflated, especially their evaluation of students' outcomes which are entirely based on internal test results. Although the school accurately identifies its priorities. However, the priorities are not accurately reflected in school improvement planning.
- Parents are involved in the life of the school. The two parent councils provide valuable opportunities for parents to discuss strategic, whole school issues. Parents report that communications with the school are improving through the school's portal. They feel teachers are approachable. The reports they receive, provide a comprehensive evaluation of their children's personal and academic growth.
- Governors are not sufficiently informed about school performance and improvement. They do not seek the views of parents and students systematically. As a consequence, they are not able to effectively develop the capacity of the school leaders or to hold them to account for improved outcomes for students.

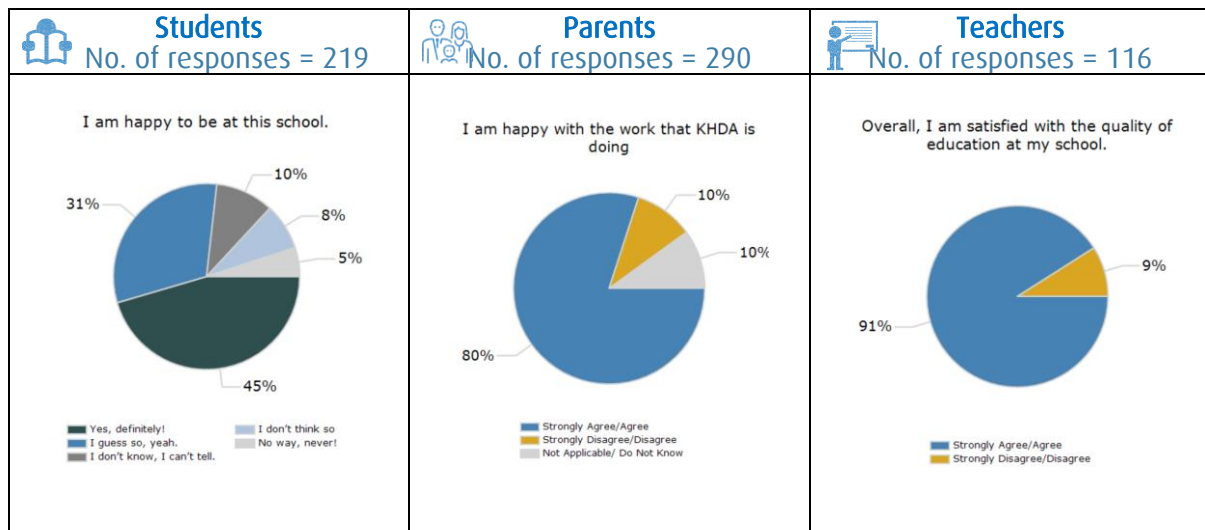
- The day-to-day management of school life is effective. Additional teaching and leadership positions have been created this year. Some teaching contracts were not renewed, in line with the DSIB US curriculum school requirements. However, the language proficiency of all the new teachers have not been assessed. The teacher turnover rate is high. Ground floor premises, wireless infrastructure and resources are sufficient to provide good education to all students.




#### **For development**

- Governors should support the school more effectively and hold its senior leadership team more to account for the school's performance.
- Use the expertise of senior and middle leaders to improve the school.
- Use outcomes of external evaluations and data to identify priorities for improvement.

## The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 <b>Students</b>	<p>Students' responses are generally positive, but not all of them believe that teachers know their strengths and weaknesses and that the school listens to them. Their comments highlight the extended length of the school day and the poor nutritional quality of the canteen food.</p>
 <b>Parents</b>	<p>Parents' satisfaction levels are high. The lowest return is for the range of curricular electives in the high school phase. Nearly all parents believe their children are safe at school and that provision for students with SEND is effective. Nearly all of them are satisfied with the development of their children's understanding of Islamic values.</p>
 <b>Teachers</b>	<p>Teachers' satisfaction levels are very high. The lowest returns are for the narrow range of extra-curricular activities, the quality of some students' behavior and the effect of continuous professional development on their classroom practice. However, these responses are still very positive.</p>

## 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](mailto:inspection@khda.gov.ae)