

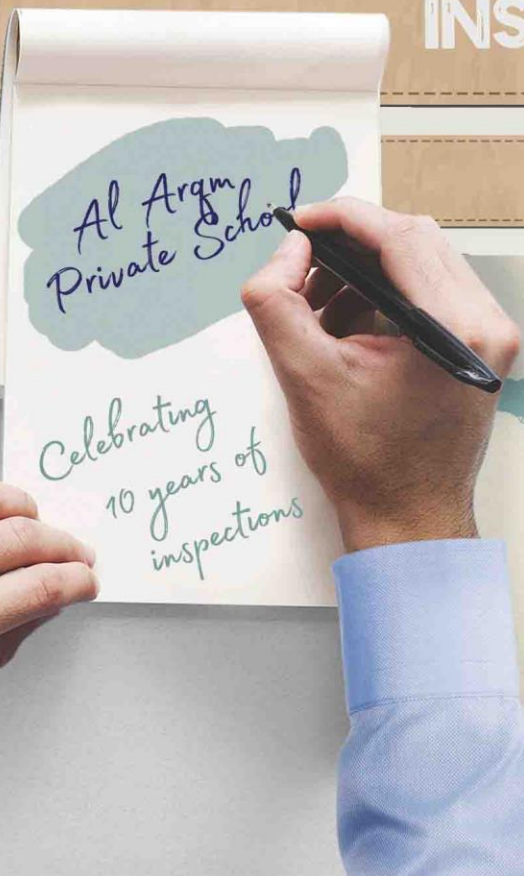
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



الارقم
المعرفة Knowledge

INSPECTION REPORT

2017-2018



Al Arqm
Private School

Celebrating
10 years of
inspections



AL ARQM PRIVATE SCHOOL

MoE CURRICULUM

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School information

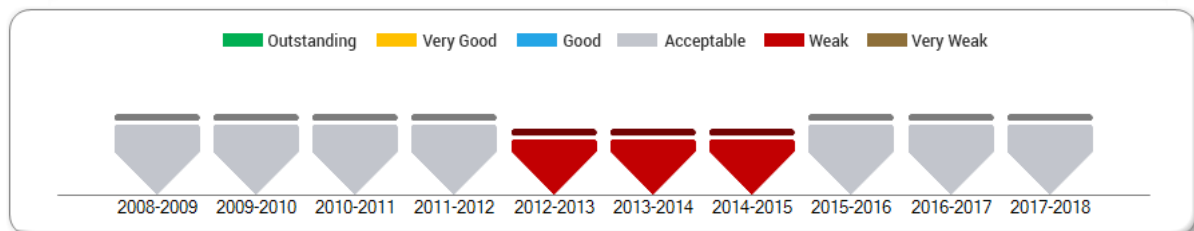
General information	
Location	Al Barsha
Type of school	Private
Opening year of school	1990
Website	www.alarqam.ae
Telephone	00971-4-3400888
Address	Albarsha 1
Principal	Sufyan Saddam
Principal - Date appointed	10/9/2017
Language of instruction	Arabic
Inspection dates	30 October to 02 November 2017

Teachers / Support staff	
Number of teachers	78
Largest nationality group of teachers	EGYPT
Number of teaching assistants	18
Teacher-student ratio	1:9
Number of guidance counsellors	1
Teacher turnover	27%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	738
Number of children in pre-kindergarten	0
Number of Emirati students	222
Number of students with SEND	36
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MOE
Main curriculum	MOE
External tests and examinations	MOE
Accreditation	none
National Agenda benchmark tests	IBT

School Journey for Al Arqm 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.

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

Summary of inspection findings 2017-2018

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

Leadership and management

The acting principal, senior and middle leaders have maintained acceptable provision. They have improved some aspects of students' achievement, the quality of teaching, assessment and the curriculum in Kindergarten. Senior and middle leaders enable staff to work in teams in different cycles and sections but these teams do not consistently share their knowledge and understanding more widely across the school.

Students' achievement

Kindergarten children's progress in Islamic education is now good. Their attainment and progress in science, and their learning skills have all improved to acceptable. Students in Cycle 1 have maintained their good progress in Islamic education, and Cycle 3 students continue to attain well and make good progress in English and mathematics.

Students' personal and social development, and their innovation skills

Students' personal development remains good in Cycle 3 where they demonstrate responsible, engaged and collaborative approaches to their own learning. Across all school sections students' knowledge and understanding of Islamic values and Emirati culture and heritage are well-developed. Personal development in other phases of the school, and students' social responsibility and innovation skills, remain at an acceptable level.

Teaching and assessment

Acceptable teaching in Kindergarten has improved children's learning skills and aspects of their attainment and progress. Kindergarten teachers' assessment of children's daily learning enables accurate profiles of children's strengths and learning needs. Across all phases teachers do not use assessment sufficiently to provide consistently suitable learning activities for all students. Lessons lack regular opportunities for critical thinking.

Curriculum

The recently-introduced Kindergarten curriculum provides acceptable programmes of learning better aligned to national curriculum expectations. Across the other phases of the school the acceptable curriculum provision, and its adaptation, offer some additional opportunities that cater for older students' interests and aptitudes. Teachers do not adapt the Kindergarten curriculum to meet all children's learning needs, particularly in English and mathematics.

The protection, care, guidance and support of students

The school's acceptable provision for students' health and safety includes appropriate safeguarding and child protection measures. School transport arrangements are well-organised. Advice to help keep children safe online is not clear to parents. Older students receive adequate guidance about the next steps in their education. Support for students with SEND is acceptable.

What the school does best

- Students' good progress in Islamic education in Kindergarten and Cycle 1 and their good attainment and progress in English and mathematics in Cycle 3.
- Students' well-developed understanding of Islamic values and UAE culture and heritage across the school







Key recommendations

- Raise the attainment and progress of all groups of students across the school, including Emirati students and children in Kindergarten by using assessment information to:
 - provide lesson tasks and activities that are closely matched to students' learning needs, and enable them to build on prior learning
 - modify the curriculum so that courses and programmes provide more personalised progression in learning for all groups of students.
- Improve the effectiveness of teaching across all phases by:
 - framing measurable lesson outcomes that state what students will learn rather than do, and how they will know they have succeeded
 - making questioning more interactive in all phases of lessons and allowing students time to develop critical and innovative thinking and verbal reasoning.
- Improve leadership and management by:
 - appointing a suitably qualified principal to lead all sections of the school
 - using self-evaluation that is more clearly focussed on the quality of student outcomes
 - writing improvement plans that identify what better teaching, learning, attainment and progress will look like in lessons
 - including parents' and students' views in the process of school self-evaluation and improvement planning through increased representation on the governing body
- Improve the quality of resources across the school, especially in the Kindergarten, and provide a reliable, whole-school IT network to support the planned e-learning development.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	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	Weak	Acceptable	Acceptable	Good
	Progress	Weak	Acceptable	Acceptable	Good
Mathematics 	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Weak	Acceptable	Acceptable	Good
Science 	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable ↑	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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:

- Attainment as indicated by the National Agenda Parameter (N.A.P) tests is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A. P tests.
- Senior leaders recognise the importance of the National Agenda. Action planning lacks time limited deadlines, identifies some key strategies, but is not specific.
- The Cognitive Ability Tests (CAT4) analyses identify achievement gaps for only a minority of students. There is no comparison between the school's internal assessment and external benchmark data .
- The school has made some adjustments to the curriculum. However, these do not address continuity and progression of learning relevant to National Agenda requirements.
- Results from N.A.P tests have had little impact upon teaching strategies. Students rarely have opportunities to develop critical thinking, problem solving, investigation and enquiry skills.
- Students do not know their individual N.A.P and CAT4 results. Teachers are not using them effectively to enhance learning. Students rarely use learning technologies.

Overall, the school's provision for achieving National Agenda targets is below expectations.

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 aware of the need to raise the achievement of Emirati students. Coordinators and teachers are beginning to be held accountable for students' progress and attainment. Some programmes and activities are planned to develop students' thinking and verbal reasoning skills following analysis of external data.
- Emirati students have positive attitudes to their learning and most persevere well on tasks. They co-operate well and most communicate their ideas appropriately and have a good work ethic. Emirati students are identified as a distinct group and the school provides a range of activities that celebrates their heritage and culture.
- Curricular adaptations support most students appropriately. Some Emirati students are represented in higher attaining groups across the school. Although articulate, with good spoken English, their overall verbal reasoning outcomes are well below expectations. Teachers' lesson planning does not include analysis of assessment data to match tasks consistently to students' prior learning and identify appropriate next steps.

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

Moral Education

- The timetabled weekly lesson for moral education is supplemented through other subjects such as social studies. Community members and parents are involved in supporting the programme.
- Specialist teachers use Arabic textbooks, supplemented by the school's own resources and projects, such as 'The Tree of Morals', to deliver the programme.
- Students are active participants in lessons, confidently sharing their thoughts and ideas. They apply their knowledge in local and personal contexts.
- Evidence of students' progress is gathered through individual files, self-assessment, project evaluations and teachers' summative assessments. Reports to parents are in the process of being developed.

The school's implementation of the UAE moral educations programme is developing.

Social Studies

- Social studies is taught in Arabic. Effective cross-curricular links help students apply knowledge and understanding to other subjects.
- Teachers use their secure subject knowledge and questioning, to engage students and develop dialogue in most lessons.
- Students enthusiastically discuss issues such as the UAE constitution, supported and encouraged by teachers. Their higher order critical thinking skills are still developing.
- Various methods are used to assess students' progress, including test results and project evaluations. Outcomes are used adequately to plan lessons and meet the needs of different groups of students.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- Students' learning skills are generally not age-appropriate. Innovative and creative thinking and problem-solving are not well developed.
- Students' social responsibility focuses mainly on school-based environmental activities. There are few examples of student-initiated innovation.
- Teaching does not provide regular, progressive opportunities to develop students' innovative thinking. A promising e-learning and teaching programme is at an early stage of development.
- There are a number of weekly projects where students learn together, although these are not initiated by the students.
- School leaders and teachers do not have a vision to develop students' innovation skills and do not enable them propose and lead initiatives.

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

Main inspection report


1. Students' achievements

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good	Acceptable	Acceptable

- Across all phases, most students make steady progress in learning key Islamic concepts, principles and Seerah. It is better in the Kindergarten and Cycle 1.
- Across all phases of the school, students' progress in the recitation of the Surahs learnt from Holy Qur'an is in advance of other areas of their learning in the subject.
- The progress of children in the Kindergarten has improved in most aspects of the subject, particularly in learning simple verses from Holy Qur'an and about Prophet Muhammed (PBUH).

For development

- Enable all students, in all phases to have deeper knowledge and understanding of Islam and independently link what they learn to real-life contexts.


		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In lessons, examinations and in their recent work, students attain the expected levels in Arabic language skills. Most students make the expected progress in lessons and over time.
- Students in all cycles, including children in Kindergarten, demonstrate better achievement in listening and reading skills, while speaking skills are underdeveloped. Writing is limited and is restricted by a lack of understanding of grammar and spelling.

- Students in Cycle 1 and in the Kindergarten can find information from a text. In Cycle 2 they can use dictionaries, but are unsure how to find the root-word. Cycle 3 students are more confident in writing an account of what they have read.

For development


- Improve attainment in Arabic by providing more opportunities for students to write and speak.

		KG	Cycle 1	Cycle 2	Cycle 3
English 	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Weak	Acceptable	Acceptable	Good

- In the KG, attainment and progress in language and literacy are limited. Cycles 1 and 2 students' speaking and listening skills are better than their skills in reading and writing. Cycle 3 students can discuss and debate articulately and write fluently.
- Students speak confidently and well in front of audiences and they are motivated to learn. In Cycles 1 and 2 they have insufficient practice in extended writing. Verbal reasoning skills across the school are below the age appropriate level.
- Teaching does not adequately support the development of students' verbal reasoning skills. The new approach to reading, which includes daily reading time and library lessons, does not enable students to talk about their reading and think critically about texts.

For development

- Implement a programme which supports the progressive development of all students' verbal reasoning skills.


		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics 	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Weak	Acceptable	Acceptable	Good

- Attainment and progress is strongest in Cycle 3 where students regularly take ownership of their learning, and lessons provide sufficient rigour. In the lower cycles, progress is limited because there are too few opportunities to develop mental mathematics and to solve problems.

- Curriculum adaptation offers few opportunities to deepen students' understanding of key concepts, and refine their mathematical skills. Teacher-dominated, whole-class lessons further restrict students' progress. Greater challenge enables Cycle 3 students to develop key skills and access advanced mathematics successfully.
- Data analysis of external tests, particularly in Cycle 3, has begun but application to classroom practices is not evident. Extension activities for higher-level mathematics are provided through the mathematics club.

For development

- Integrate technology in lessons to support learning through exploration, skill development and problem-solving.

		KG	Cycle 1	Cycle 2	Cycle 3
 Science	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable

- Most students in Cycles 1, 2 and 3 make expected progress, leading to knowledge and understanding in line with the curriculum standards. In external tests the large majority of students attain levels in line with curriculum standards.
- Attainment and progress in the Kindergarten have improved since the last inspection because teachers organise more practical activities for children to explore and develop their critical thinking skills. In other cycles, students' skills in scientific method are variable.
- Over the past three years most students' attain in line with national and international standards. Across the school, most students make the expected progress in the development of their knowledge of scientific processes and their ability to understand scientific concepts.

For development

- Engage all students in well-designed practical activities and investigations in order to develop their scientific skills.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable ↑	Acceptable	Acceptable	Acceptable

- Most students are easily engaged, motivated and keen to learn. Cycle 1 and 2 students sustain effort when activities engage and interest them. Cycle 3 lessons regularly include engaging tasks that actively foster students' independence and enable them to take responsibility for their learning.
- Students eagerly participate in group work, but these activities do not always promote collaborative skills. Students listen well to peers and exchange viewpoints. In the better lessons, they are able to connect learning to daily life.
- In all Cycles, students rarely have the opportunity to use technology to extend thinking and research independently. Many lessons limit students' ability to think deeply, analyse and reflect on their learning.

For development

- Provide regular opportunities for students to develop their skills in innovation, enterprise, enquiry, research and critical thinking.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Acceptable	Acceptable	Acceptable	Good

- Students across all cycles are almost invariably well-behaved, courteous and respectful towards each other and to visitors. Occasionally, students' behaviour is inappropriate in less-engaging lessons. Students in Cycle 3 behave very responsibly and set a good example for others.
- The Student Councils in both sections of the school are eager to contribute to school improvement, and ready to take on more responsibility. They have insufficient opportunities to develop their understanding of healthy living and to aid fitness.
- Attendance is very good at 97%. A few students arrive late to school. The Eqdar/Khalifa empowerment programme is designed to promote positive and independent behaviour. Those who participate, respond well. However, it is in the early stages of implementation.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students in all cycles have secure knowledge about Islamic values and practice. In Cycles 2 and 3 students can discuss issues and clearly identify the role of values of Islam in UAE contemporary society.
- Students, especially Emiratis, show respect for the traditions, customs, art and culture of the local Emirates. This is evident in all national celebrations and Arabic language and Heritage clubs, where Kindergarten children and Cycle 1 students are active participants.
- Emirati students speak proudly of their culture and events such as Flag Day. They participate in school activities, but they do not initiate or lead them. Students appreciate the multi-cultural environment in the UAE and demonstrate adequate knowledge of other cultures.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students contribute adequately to the life of the school. Student Council members are in the early stages of developing their leadership skills.
- Students across the school show a positive work ethic. They are generally active participants in school clubs, but they do not initiate activities and are not involved in community activities beyond the school.
- Students especially in Cycles 2 and 3, can name many critical environmental issues in the world. In Cycle 1 students take part in green projects, such as recycling, to improve their school environment.

For development

- Provide more opportunities for students, and especially girls, to develop their leadership skills, contribute their views and ideas for school improvement, and participate in the life of the wider community.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↑	Acceptable	Acceptable	Acceptable

- Most teachers in all Cycles have secure subject knowledge and provide engaging student activities that create a positive ethos. Support for learning is not always sufficiently personalised. Some teaching is stronger in Cycle 3, where the curriculum is more demanding.
- Most teachers know their students well, but their planning does not take account of the different needs and abilities of students. In the better lessons, teachers provide an appropriate level of challenge matched to the range of students' abilities.
- Teachers do not plan for or enable students to develop their critical thinking. This is because questioning is mostly limited to checking students' knowledge rather than developing reasoning and deeper understanding.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable ↑	Acceptable	Acceptable	Acceptable

- The school makes regular assessments of students' attainment in all subjects. The processes used are consistent and are linked directly to the school's curriculum and to the specific skills tested in international benchmarking examinations.
- Analyses of external assessment data for each subject are used to identify different groups of students' strengths and weaknesses. They are not used consistently to benchmark the outcomes of the school's own assessments. Teachers are in the early stages of tracking students' progress.
- Teachers do not use external assessment information consistently to inform curriculum development and plan lessons to meet students' learning needs. Kindergarten teachers' regular assessment in lessons increasingly supports their knowledge of children's progress and capabilities.

For development

- Use the outcomes of the all assessment data to plan lessons so that critical thinking, problem solving and enquiry activities are a regular part of students' learning.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable

- The school curriculum is aligned to the Ministry of Education curriculum standards and expectations. Across the school, curriculum delivery is still heavily reliant on the textbook in daily lessons.
- Some additional programmes of activity-based lessons offer enhancement through a few after-school clubs and projects.
- The Kindergarten curriculum has improved and now provides adequate opportunities for the development of children's learning skills and their social development. Reviews of the curriculum are not systematic and do not involve all staff in the evaluation of its effectiveness.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Weak	Acceptable	Acceptable	Acceptable

- The school has made a start in modifying schemes of work, in a few subjects, for some groups of students who learn in smaller, dedicated classes.
- To improve students' reasoning skills, a few recent modifications to mathematics and the science curriculum have been introduced in response to the results of international assessments. However, these lack planned progression and are insufficiently adjusted for students of differing aptitudes.
- Recent changes have led to more frequent links between subjects. There is also a greater emphasis on learning about the UAE culture, heritage and contemporary development.

For development

- In all phases, but particularly in Kindergarten, ensure that the curriculum is modified well so that the individual needs of all students are met.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school provides a safe environment for students of all ages. Staff supervision during the school day ensures secure entry and departure. Transport is well organised and well supervised.
- The school is compliant with regulatory requirements. All health and safety policies are in place and staff are licensed and trained appropriately. Clinic staff actively promote a healthy life style. Access ramps are not installed and facilities for physical education are poor.
- The safeguarding policy makes reference to the United Nations Declaration of the Rights of the Child. It includes internet safety. However, not all parents and students are aware of its content.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff have positive relationships with students and know them well. The school operates in an atmosphere of mutual respect between students and staff. Systems for managing behaviour are successful and well known to the school community.
- The school keeps accurate records of students' attendance and has improved systems for promoting good attendance. Parents are informed quickly of any concerns about individual students. A few students arrive late at the start of each day.
- Students with special educational needs and disabilities (SEND), and some students who are gifted and talented, are identified appropriately. Career guidance is provided for older students. There is inconsistency in the quality of support provided in some lessons for students with SEND.

For development

- Improve the quality of support in lessons for students with SEND by ensuring individual learning plans are used when planning activities and tasks.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school is inclusive and governors and school leaders accept a range of students who have SEND. The new special educational needs co-ordinator (SENCO) has made a positive start and receives appropriate support from the inclusion governor.
- The identification of students with SEND has improved since the previous inspection. The school benefits from the advice and support of an external specialist centre. Assessment information is not consistently used in some classes to plan lessons.
- Parents appreciate the help and support they receive from the SENCO and other Resource Centre staff. They say the partnership with the school has improved. Some parents would like more specific guidance about helping their children at home.
- Whilst teachers know their students well, the curriculum is not sufficiently modified, and individual learning plans are not always considered when planning tasks and activities. Most students receive acceptable support overall in class and from the learning support team.
- Progress is acceptable across most subjects and often better when specialist staff support students. Some students who are gifted and talented have been identified. External assessments are not rigorously used to provide students with greater challenge and support.

For development

- Ensure individual education plans are more focused on specific needs, contain measurable targets and are regularly reviewed.
- Ensure parents and teachers contribute to these plans.
- Use all assessment data to identify the needs of all students, including those who are gifted and talented.

6. Leadership and management

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

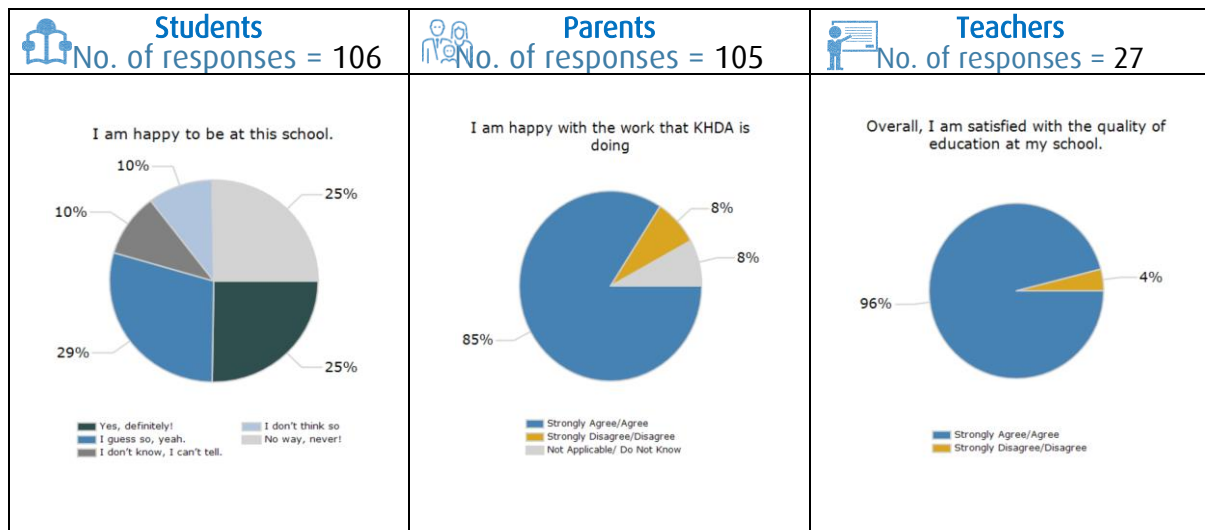
- The acting principal and school leaders are committed to achieving national and Emirate priorities, but many of the plans to do so are in the early stages of effective implementation. Almost all leaders at all levels understand what needs to be done to improve teaching, assessment and the curriculum. This is beginning to have a positive impact in the Kindergarten.
- Senior and middle leaders increasingly use data analysis and classroom observations to provide a broadly accurate understanding of the effectiveness of the school. Improvement plans address identified priorities, and are helping staff to bring about some improvements. Plans still lack a clear description of students' improved learning experiences, achievements, and personal development.
- The school successfully engages parental support for particular aspects of school life, such as extending students' understanding of Emirati culture and traditions. Communication systems keep parents well-informed about school events. Progress reports do not inform parents about students' strengths and areas for improvement. Opportunities for sporting interaction with other schools are limited.
- The governing board includes parental and community representation. Lack of survey of parental views constrains governors' understanding of the school's work. In holding school leaders accountable, governors do not enquire rigorously into school performance. The board supports key leadership appointments and some teacher training, but does not provide sufficient suitable resources to support further improvement.
- Daily management routines and procedures are effective. The school presently lacks a permanent principal but is otherwise suitably staffed. Some aspects of delegated leadership are not equitably distributed. Adequate school premises include specialist facilities. Lack of reliable, whole-school internet access constrains otherwise well-planned e-learning. Despite additional library books, reading initiatives are still under-resourced, as are the resources for teaching and learning in the Kindergarten.




For development

- Increase the pace of implementing UAE priorities including innovation and provision for Emirati student achievement.
- Implement improvement plan targets in all classrooms by identifying clearly the required impact on students' experiences and outcomes and monitoring their effectiveness.
- Seek and take full account of students' and parents' views on the school.
- Resource the whole school adequately to support planned 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.



 Students	<p>A significant number of students who responded to the survey, express negative opinions about the school including feeling safe in school.</p> <p>While inspection findings indicate students' safety in school is acceptable, this report notes the need for the school to listen to, and take full account of, students' views on improving the school.</p>
 Parents	<p>Parents who returned the survey, are positive about safety in school and on school transport but only around three-quarters agree that online safety is well-addressed. Similar proportions consistently respond to statements about leadership, curriculum, especially extra-curricular activities, and development of innovation and curiosity in their children.</p> <p>Inspection findings indicate that school leaders and governors need to take more comprehensive account of parental views on the quality of the school's work and provision for students.</p>
 Teachers	<p>Almost all statements receive positive endorsement by almost all teachers. Inspection findings indicate acceptable provision and this report notes areas for development across the performance standards.</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