

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

**Inspection Report  
2018-2019**

**Al Arqm Private School**

11 YEARS OF INSPECTIONS

**Acceptable**

Curriculum  
MoE



## Contents

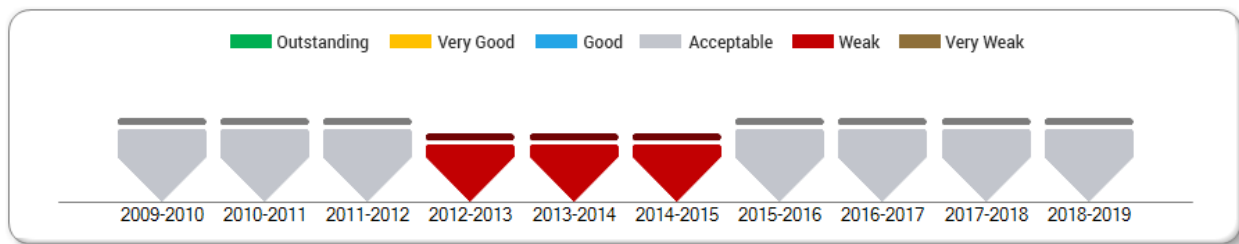
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## School Information

General Information	Location	Al Barsha
	Opening year of School	1990
	Website	www.alarqam.ae
	Telephone	043400888
	Principal	Muhamed Unber
	Principal - Date appointed	9/1/2018
	Language of Instruction	Arabic
	Inspection Dates:	11 to 14 March 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	728
	Number of Emirati students	212
	Number of students of determination	32
	Largest nationality group of students	Arab
Teachers	Number of teachers	72
	Largest nationality group of teachers	EGYPT
	Number of teaching assistants	8
	Teacher-student ratio	1:10
	Number of guidance counsellors	3
	Teacher turnover	21%
Curriculum	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	None
	National Agenda Benchmark Tests	IBT

## School Journey for Al Arqm Private School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Children's attainment and progress have improved in most subjects in the Kindergarten (KG). In Cycle 3, students' attainment and progress remain good in mathematics and English. Attainment is mostly acceptable across the school. Students do not have opportunities to learn independently. Although they often sit in groups in lessons, they do not always collaborate well. They rarely use learning technology to carry out research or to investigate on their own.
- Students' attitude and behaviour have improved in the KG and in Cycle 1. In Cycle 3, boys' behaviour has a negative impact on the learning environment. Students' understanding of Islamic values and of the culture and heritage of the UAE remain a strength of the school. A few students are involved in a variety of projects and activities that have an impact on the local and wider community. However, their ability to initiate and lead such projects is limited.

### Provision for learners

- Teaching and assessment remain acceptable across the phases. Although they have received training on student-centred approaches, most teaching is still excessively directed by teachers. Their questioning does not sufficiently enable students to develop reasoning or higher-order thinking. Assessment processes allow the monitoring of students' progress, both as individuals and groups. However, teachers' use of assessment information to inform teaching and the curriculum is only adequate.
- The curriculum follows the UAE Ministry of Education (MoE) guidelines and meets its requirements. The implementation of the curriculum does not challenge students well enough for them to exceed expectations in attainment and progress. Cross-curricular links are not fully embedded in classroom practices. Curriculum adaptation is underdeveloped in the classroom. It has recently improved in the KG through increasingly well-targeted support. There are some attempts to enrich the curriculum by adding lessons in mathematics and science that are taught in English.
- The school's provision for health and safety remains adequate. The departure and arrival of school buses is not always as smooth as planned. The clinic plays a role in promoting healthy life styles among students. Relationships are respectful, especially in the girls' section. Students in Cycle 3 receive appropriate guidance on the next steps in their education and career pathways. The school has not done enough to improve students' punctuality, especially at the beginning of the day. The school is not always responsive to students' views on their academic and personal development needs. Provision for students of determination remains acceptable.

### Leadership and management

- The acting principal and the leadership team have appropriate understanding of effective teaching and learning. Self-evaluation processes are not used effectively to create improvement plans. The school's plans are excessively based on the previous inspection report and do not contain sufficiently prioritised targets. Partnerships with parents and the community remain acceptable. Governors are not sufficiently supportive of the school to ensure its development, and have not secured the appointment of a permanent principal. Staffing and resources are adequate.

### What the School does Best:

- Children's improved achievement in most subjects in the KG, and students' good attainment and progress in English and mathematics in Cycle 3
- Students' understanding of Islamic values and the culture and heritage of the UAE across the phases







### Key Recommendations:

- Governors should support the school in its endeavour to improve by:
  - appointing a highly-qualified, permanent principal who can accelerate school improvement
  - providing the school with better resources, including learning technology, to enhance students' independence in learning and their academic outcomes
  - providing teachers and staff with relevant, high-quality, ongoing internal and external professional development opportunities that are linked to the school's priorities.
- Improve teaching across the phases by ensuring that teachers:
  - differentiate tasks to meet the different learning needs of students, including those of determination
  - challenge students to enable them to exceed the expectations of the curriculum
  - provide students with more opportunities for critical thinking, higher-order thinking and independent learning
  - engage the boys fully in the learning process.
- Ensure that the school's self-evaluation processes:
  - make effective use of evidence, including assessment data, to identify accurately the school's strengths and weaknesses, not only in provision but also in students' outcomes
  - are used to create improvement plans that effect achievable and prioritised targets, with realistic timeframes, specific responsibilities and monitoring procedures.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	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	Acceptable ↑	Acceptable	Acceptable	Good
	Progress	Acceptable ↑	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable ↑	Acceptable	Acceptable	Good
	Progress	Acceptable ↑	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
<b>Learning skills</b>		KG	Cycle 1	Cycle 2	Cycle 3
		Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good ↑	Good ↑	Acceptable	Acceptable ↓
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	Acceptable ↑	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	Weak ↓
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the N.A.P. targets:

#### Registration requirements

The school meets the registration requirements for the N.A.P. for the academic year 2018-2019.

#### School's Progression in International Assessments

**is approaching expectations**

- In the Trends in International Mathematics and Science Study (TIMSS) test, the school has exceeded its targets in mathematics and science. However, the scores are at the low international benchmark level. The school's progress in the N.A.P. testing over the past two years is variable. In science, progress remains weak. In mathematics, progress has dropped from good to acceptable and in English, progress has dropped from outstanding to weak. When comparing N.A.P. students' outcomes to their measured academic potential, there is a negative gap in English, mathematics and science, suggesting that students are not reaching their potential.

#### Impact of Leadership

**is approaching expectations**

- Leaders analyse the N.A.P. data to some extent. The comparisons of CAT4 measures of cognitive potential with internal assessments and external benchmark results are not evident. Necessary curriculum modifications are made in terms of content and skills. However, there is little evidence to suggest that teachers use CAT4 data to differentiate teaching in the classrooms.

#### Impact of Learning

**is below expectations**

- Students' critical thinking and problem-solving skills are underdeveloped. Opportunities for independent research are limited across the school. Students' limited use of technology in lessons hinders the development of their independent learning and research skills.

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

#### For development:

- Ensure that students have the skills which they need to perform well in international assessments.
- Ensure that CAT4 data is used more accurately in setting individual targets for students and in tracking their progress.
- Ensure that, across the phases, there is a more consistent approach to the teaching of key skills, such as critical thinking and research, using information technology.

## Reading Across the Curriculum

- The school's focus on literacy has raised students' interest in reading. Positive changes, including early reading activities in the KG and the improved boys' library, have strengthened students' reading skills.
- Students are increasingly confident in using reading strategies across the subjects, particularly in Arabic, English and mathematics. They are less confident in reading in science and this restricts their understanding of the subject.
- Visits to the Dubai Public Library, additional library books and interesting graded readers encourage boys to read independently. However, the girls' library is unattractive and does not have enough books to cover the range of students' interests.
- Leaders and teachers of Arabic and English are committed to improving students' reading skills. The development of students' comprehension skills across all subjects is at an early stage, but teachers are making the best use of the limited resources which they have.

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

### For development:

- Increase resources and develop the use of the libraries and reading corners to encourage students to read for pleasure and to find information, particularly in the girls' section.

## UAE Social Studies

- Some modifications to the UAE social studies curriculum provide opportunities for students to develop as responsible UAE citizens and residents. The integrated curriculum allows students to make connections between various areas of learning.
- Teachers have a sound knowledge of content, but the quality of their questioning skills to challenge students' thinking varies. Students do not have sufficient opportunities to collaborate in completing tasks.
- In lessons, most students attain levels that are at the curriculum standards and a few students attain above them.
- In lessons and in recent work, a majority of students make the expected progress in relation to their individual starting points and the curriculum standards.

**The school's implementation of the UAE social studies programme is approaching expectations.**

## Innovation

- Some students in Cycles 2 and 3 complete project work across the subjects. They can plan, carry out research and present their findings to their peers.
- A few students, through teachers' guidance, participate in national competitions. A limited number of boys engage in design technology and robotics. Students are starting to apply science to real-life situations.
- Teachers' innovative practices are at an early stage, but they are slowly increasing opportunities for critical thinking and problem-solving in lessons.
- Emergent innovative ideas are increasingly well developed but involve too few students. Inequitable provision across the boys' and girls' sections constrains opportunities for all to engage equally in science, technology, engineering, art and mathematics (STEAM) activities.
- Leaders do not demonstrate an innovative approach to school improvement. They are very traditional in their approaches to managing and leading the school. They lack the resources to establish a culture of innovation.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in the KG and Cycle 1 demonstrate better levels of knowledge and understanding of the different aspects of Islamic education than those in the other phases. This includes Islamic etiquettes and values. The recitation skills of girls are better than those of boys, especially in Cycle 3.
- Cycle 2 students demonstrate clear understanding of Islamic values, such as good manners and thankfulness. Most of Cycle 3 students demonstrate adequate knowledge of the types of forbidden financial transactions and the relevant verses from the Holy Qur'an and Hadeeth.
- The improvements in the learning environment and in teaching in the KG have resulted in better attainment. In the KG, children memorise short verses from the Holy Qur'an and demonstrate deep knowledge of Seerah.

#### For development:

- Improve students' understanding of the taught verses of the Holy Qur'an in Cycle 2 and boys' recitation skills in Cycle 3.
- Accelerate students' progress, especially in the upper two phases, by enriching the learning environment and providing more differentiated learning opportunities.

#### Arabic as a First Language

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

- Internal assessment data reflect attainment levels that are in line with curriculum standards across the school. In lessons and in their recent work, students demonstrate language proficiency levels in listening, speaking, reading and writing that are at the expected standard.
- Students across the school can read texts and can write short paragraphs using adequate vocabulary. However, the Emirati students, in particular, tend to use colloquial Arabic in the classroom. Although girls show better engagement in classroom discussions, most students are not able to contribute confidently to long diversified dialogues.
- The school has put some effort into enhancing students' confidence in reading aloud in the classroom. However, especially in Cycle 3, students' abilities to read, analyse, compare, evaluate and reflect remain underdeveloped.

#### For development:

- Enhance students' higher-order thinking skills by using better questioning techniques and by providing them with enhanced learning resources, including technology.

## English

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

- In all the phases, students speak English with increasing proficiency. In Cycle 3, students are adept at conveying their ideas effectively in discussions and debates. They can compare books and films, respond to the views of others and discuss their preferences.
- Most students demonstrate reading and comprehension skills that are in line with curriculum expectations. However, a few students, especially in Cycles 1 and 2, struggle to understand the texts which they read.
- The school has increased opportunities for independent writing in different styles. Students' written work does not reflect their extensive knowledge of vocabulary and grammar. Students in Cycle 2 do not write enough, and are less successful in internal assessments.

### For development:

- Improve students' writing skills across all phases by planning more time in lessons for independent writing and by giving students appropriate support.

## Mathematics

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

- In the KG, most children have a knowledge of number and mathematical operations appropriate to their age, and can demonstrate their understanding of measurement and geometry. In Cycle 2, students' ability to apply mathematical procedures is stronger than their reasoning skills. In Cycle 3, students can apply a variety of complex mathematical concepts.
- Although students' achievement levels in examinations are above expectations in all phases, international benchmark tests show lower attainment, particularly in Cycle 2. In the KG, children make acceptable progress in relation to their starting points and against the learning objectives.
- Students' skills in manipulating numbers and in applying formulae are evident across the phases. Their skills of problem-solving are developing at slower rates. In Cycles 1 and 2, students have only a few opportunities to deepen their understanding of mathematical concepts and to solve problems.

### For development:

- Improve students' achievement by using the assessment information available from external examinations to provide students with appropriately challenging tasks.
- Develop students' skills in solving problems that require extended reasoning.

## Science

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

- Children's scientific knowledge and understanding are secure in the KG. They make a strong start and develop an inquisitive approach to the world around them. Attainment is sustained in the other cycles, and there are instances of high levels of attainment in most classes. Students' investigative skills are underdeveloped.
- In Cycle 1, students' knowledge and understanding vary between the grade levels. In Cycles 2 and 3, students' understanding of scientific concepts across all three sciences is variable. Some students can explain their understanding well orally and in writing, but this is inconsistent.
- Attainment and progress have improved a little, but work is not always suitable for students of different abilities. Investigative and practical work are more frequent, but students still have insufficient opportunities to develop enquiry and problem-solving skills. They spend too much time on material which they have previously learned.

### For development:

- Make sure that work is challenging and meets the needs of students of all abilities.
- Provide more opportunities for students to develop investigative and enquiry-based approaches to learning.

## Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- The majority of students have positive attitudes towards learning. They complete tasks set by teachers and can talk about what they have learned. They can work in familiar teams, but not all contribute fully to group work.
- In English lessons, a few students plan projects, complete research and present their findings to others. Students occasionally use their mobile phones to research vocabulary and ideas for independent writing. However, across the school, their use of technology to support their learning, critical thinking and problem-solving skills is very limited.
- In the KG, children benefit from new additional resources and an improved environment. They take responsibility for their own learning in the classroom corners, make choices, help to organise resources, engage independently in activities, and are beginning to think for themselves.

### For development:

- Develop students' use of technology to support their learning.
- Plan more opportunities for students to develop their research, critical thinking and problem-solving skills.

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

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

- Children in the KG and students in Cycle 1 willingly take responsibility for their own learning. They are aware of school rules and classroom procedures, and are secure in their commitment to positive behaviour. The routines in Cycles 2 and 3 are not well established.
- Behaviour in the girls' section is much more conducive to learning than that in the boys' section. Relationships between students and teachers in the KG and Cycle 1 are respectful. In some lessons in Cycles 2 and 3, classroom procedures are inconsistent and lead to disruptive behaviour.
- The school's procedures have been effective in maintaining very good attendance levels throughout the school. However, punctuality in Cycles 2 and 3 remains inconsistent at the beginning of lessons and throughout the day.

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

- Students have a clear understanding of Islamic values such as tolerance, collaboration and honesty. They can talk confidently about the impact of these values on UAE society. This is evident in the morning assemblies and Islamic celebrations, such as the birthday of the Prophet (PBUH) and the Hijri new year.
- Across the phases, students are knowledgeable about Emirati heritage and culture. They engage in a range of school events, such as National Day, Martyrs' Day and Flag Day. They have decorated a special cultural room and several classroom corners.
- Students have a clear understanding of other world cultures, including the typical food, popular symbols, landscapes and historical sites. The children in the KG are aware of Islamic values and the main features of attractions in Dubai and the UAE.

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

- Students have a positive work ethic. They care for their own classroom environment. During club time, they enjoy working on a range of cultural and environmental initiatives, and participate in some national competitions, such as those organised by Tarsheed.
- In Cycle 1, students show respect and consideration for others' needs. They have some community service experience through visits to charitable community centres. However, they have limited opportunities to lead environmental sustainability initiatives in the wider community.
- Children in the KG enjoy working with local community members on a variety of classroom activities aimed at developing their personality. Student council members contribute adequately to school life in Cycles 2 and 3.

### For development:

- Encourage students to lead initiatives and provide them with more opportunities for innovation and enterprise, both in the school and the wider community.

### 3. Teaching and assessment

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

- Most teachers have a good subject knowledge and an improving understanding of how students learn effectively. They often give students information directly, without allowing them to learn on their own or through discussions with their peers.
- In the most effective lessons, teachers make sure that work is closely matched to students' learning needs. However, work is often not challenging enough for the most able or suitable for the least able. Teachers do not consistently expect students to explain their understanding clearly in speech or in writing.
- Teachers' questioning has improved, but still does not encourage students to develop their reasoning, to challenge and question one another, or to develop deep understanding. In some lessons, teachers do not engage students, especially boys, well enough for them to want to learn.

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

- In the KG, teachers use questions frequently to check for children's understanding. They therefore can deal with any misconceptions quickly. More formal assessment takes place at regular intervals throughout the year to determine next steps in learning for individual children.
- The systematic analysis of external examination results across phases is in the early stages of development. The school does not analyse results from the cognitive ability tests to identify students' needs and strengths.
- As a result of the inconsistent use of assessment information, the challenge, support and feedback provided to students across all subjects and phases are not always effective. Students are prevented from identifying their next steps in learning accurately.

#### For development:

- Provide opportunities for students to work independently and with other students so that they can express their understanding clearly and accurately.
- Ensure that teachers engage all students, especially the boys, and make use of all assessment data including CAT4 test information to differentiate teaching more effectively.
- Involve students in identifying their own strengths and weaknesses so that they can determine their next steps in learning.

#### 4. Curriculum

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

- The curriculum is compliant with MoE requirements and is supported by the appropriate textbooks. It is broad and based on a clear rationale. It meets the needs of most groups of students.
- The curriculum is designed to take account of previous content and to build on the knowledge acquired in past years. Some meaningful cross-curricular links are made across the subjects, but they are neither consistent nor fully embedded in classroom practice.
- Through curricular reviews, the KG curriculum is enriched by carefully designed activities and external content. The mathematics curriculum in Cycles 1 and 2 is supported by supplementary content to prepare students more thoroughly for external assessments. Older students' curricular choices are limited.
- Moral education is offered as a separate subject from Grades 1 to 9. Students receive one 40 minute lesson each week.

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

- In the KG, lessons meet children's learning needs well through increasingly targeted support. In all phases, teachers do not modify their curriculum well enough to meet all students' needs. English-medium science teaching and textbooks create real-life context for students' English language reading skills.
- Extra-curricular programmes provide additional opportunities for students to develop their interests and aptitudes. Some examples include the boys' robotics programme and the girls' French programme. Provision for girls and boys is not equitable. Students with gifts and talents lack consistently suitable challenge across the curriculum.
- The social studies programme and the extra-curricular activities support students' understanding of UAE culture, history and development. Morning assemblies promote UAE vision, culture and contemporary life, but boys do not consistently behave towards their fellow students with attention or respect.
- In the KG, the school provides five 40 minute lessons in Arabic per week, following the MoE curriculum standards and expectations.

#### For development:

- Support teachers' professional skills through regular high-quality professional training so that they can adapt the curriculum to meet the needs of all students effectively.

## 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's child protection and safeguarding procedures are secure. Staff are trained and procedures to deal with incidents are clear, and well understood. Staff and students are trained in how to recognise bullying and in how to deal with it.
- The school premises are looked after carefully. Some outdoor surfaces are worn and uneven, but repairs are dealt with quickly to ensure safety. The procedures for the arrival and departure of buses are clear, but not always carried out as smoothly as intended.
- Food hygiene and catering procedures are effective. The medical facilities are well managed, and medicines are securely stored. Medical staff check students' physical health and provide health guidance for students and their parents. In collaboration with teachers, they promote physical health and fitness, encouraging healthy eating and physical exercise.

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

- The school's behaviour management and monitoring procedures do not support consistently respectful relationships in the boys' section. While attendance is well managed, consistent punctuality remains a challenge for a small minority of students across the phases.
- The increasingly accurate identification of students' needs is well supported by external advice. The newly-formed inclusion team provides well-planned support both in classes and in support bases. Teachers are making more use of advice to modify lessons, but not consistently or effectively enough.
- Guidance and support for students across the school provide adequate advice to groups and individuals, including those senior students preparing for careers or university. However, the school does not always take sufficient account of students' views on their academic and personal development needs.

### For development:

- Develop teachers' ability to make skilful use of appropriate teaching approaches to meet students' learning needs better.
- Ensure that school leaders and teachers are attentive and responsive to students' views on their academic and personal development needs.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- Inclusion leaders share a coherent vision for inclusive education that is based on their inclusive education action plan. There is an inclusion governor and champion. The inclusion team now develops more detailed individual education plans (IEPs) and involves parents more in their compilation.
- The school works closely and effectively with an external provider of support for students of determination to secure accurate formal diagnoses. Students' IEPs now include more measurable success criteria, by which the progress they make is evaluated.
- Parents are better engaged as partners in their children's learning as a result of their earlier involvement in compiling the IEPs. Frequent and helpful communication keeps them well-informed about their children's progress and provides useful advice for home support.
- Inclusion team members provide effective support in lessons and in tutorial groups in the recently-established resource rooms. The KG learning support assistants support learning and assessment increasingly well. Teachers' support for students does not follow the IEP advice and guidance consistently well.
- Most students make at least acceptable progress in their learning and personal development. Their progress is better through inclusion team support in class or tutorials. The needs of students with gifts and talents are not met consistently well by the enrichment programmes.

### For development:

- Improve the evaluation of students' progress to provide staff with a better understanding of what works best to support students' learning and personal development.

## 6. Leadership and management

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

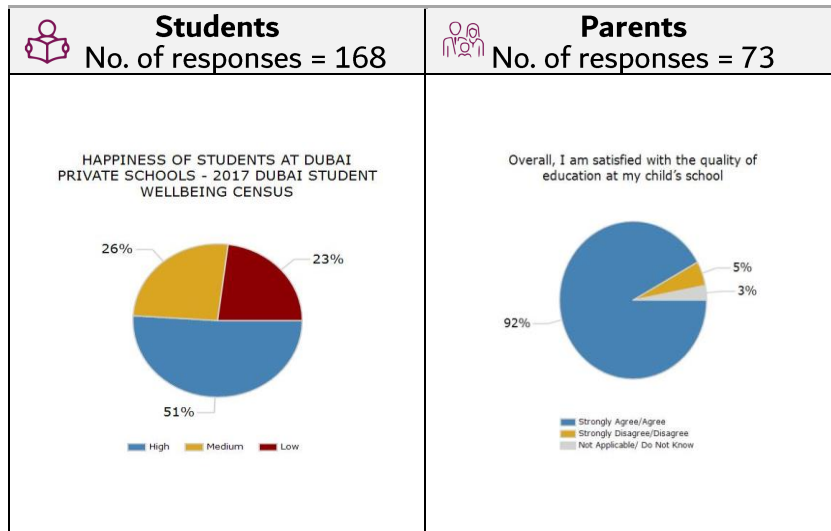
- The acting principal and the senior leadership team have an adequate understanding of best practices in teaching and learning. Their relationships are professional, but communications between the two sections of the school are not always effective. Morale in the school is generally positive. Leadership is sufficiently distributed and many middle leaders have the capacity to move the school forward in their specific areas of responsibility. They have been able to improve some children’s learning outcomes in the KG.
- The self-evaluation process does not make sufficient use of available evidence to create a realistic view of the school's performance. The action plans are not based on self-evaluation but do respond to the recommendations of the previous inspection report. They include adequate actions, but lack prioritisation to enable the school to move forward quickly. They do not contain appropriate time frames, measurable success criteria or specific responsibilities. The school depends excessively on guidance from the inspection process to drive improvements.
- Parents recognise the efforts made by the school to support their children’s learning. They value the open communication channels that keep them informed about their children’s performance. However, they feel that there could be better communication about Cycle 3 girls. They think that they are not listened to carefully enough when it comes to issues related to improving the quality of the premises. Report cards do not guide parents on how to help their children to make better progress. There are adequate links with the community, and they have some impact on students’ learning.
- The governing board has improved its representation of the different stakeholders by adding a teacher to its members. However, it has not been successful in appointing a permanent principal who can drive school improvement efficiently and effectively. Governors do not do enough to provide the school with all the resources and the professional development which it needs to move forward. They do not systematically hold the senior leadership team to account for the schools’ performance, including student outcomes.
- In response to the inspection recommendations from last year, the school has improved its IT network. However, students’ use of technology in the classroom to enhance their independence in learning is still limited. The addition of resources in the KG has had some impact on students’ outcomes. The day-to-day management of the school is adequate. Teachers are appropriately qualified and deployed in most sections. However, middle leaders’ heavy teaching loads hinder their ability to improve their departments.



### For development:

- Ensure that the school's improvement plans are more closely linked to the self-evaluation process.
- Ensure that governors support the school more strongly to enable it to move forward at a faster pace.

## The Views of Parents and Senior Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>A significant number of students continue to have negative feelings about the school, reporting that they do not feel safe there. Students report that bullying occurs in a variety of forms (social, verbal, physical and cyber) quite regularly. They are disappointed that leaders have not identified the areas of the school where this is occurring and have not put measures in place to address it. While inspection evidence seems to contradict this, the school could usefully investigate students' views.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The vast majority of parents feel listened to and indicate that their opinions are valued and acted upon. They are satisfied with the education provided, and with the safety of their children while at school. Many appreciate the close relationships that their children have with their teachers.</li> </ul>

## 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)