

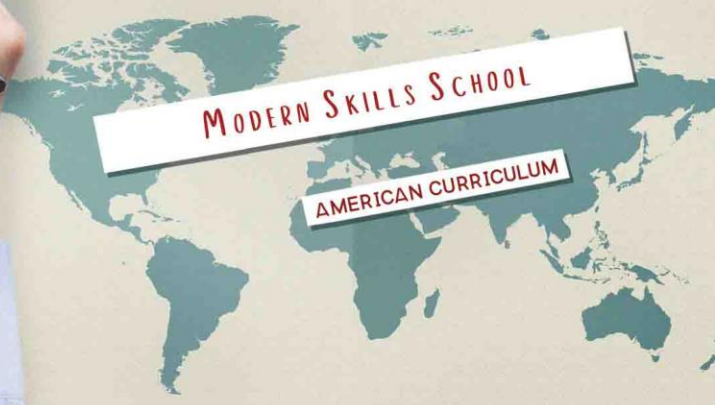
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



Modern Skills School  
Celebrating 10 years of inspections

# INSPECTION REPORT

2017-2018



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## School information

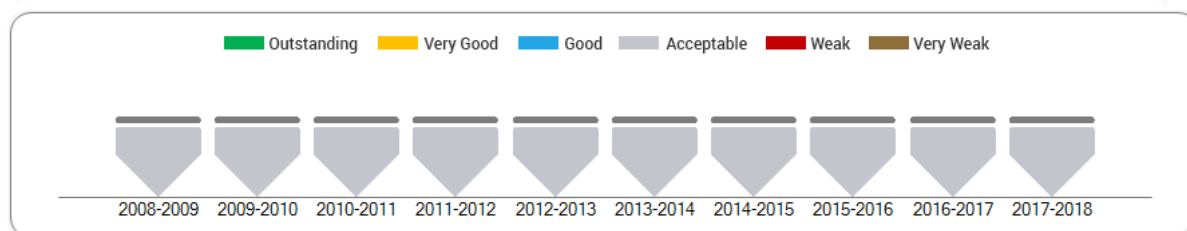
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.dubai-sms.com
Telephone	00971-4-2887765
Address	DUBAI , MUHAISANAH FIRST- P.O.BOX: 57475
Principal	Huda Al Samkari
Principal - Date appointed	5/15/2013
Language of instruction	English, Arabic
Inspection dates	08 to 11 January 2018

Teachers / Support staff	
Number of teachers	121
Largest nationality group of teachers	Egyptian
Number of teaching assistants	36
Teacher-student ratio	1:14
Number of guidance counsellors	7
Teacher turnover	29%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	1725
Number of children in pre-kindergarten	0
Number of Emirati students	1482
Number of students with SEND	94
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US
External tests and examinations	SAT, PSAT, TOFEL
Accreditation	None
National Agenda benchmark tests	IBT, MAP, CAT4

### School Journey for Modern Skills 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

**Modern Skills School** was inspected by DSIB from 08 to 11 January 2018. 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

Senior and middle leaders are knowledgeable about many aspects of the schools' work and needs. However, they are inconsistent in their understanding and use of assessment information to monitor and improve students' progress, especially in the elementary school. The school is not fully compliant with the registration requirements of the National Agenda Parameter.

### Students' achievement

Students' attainment and progress are better in the high school and less secure in the elementary school. Although there are some improvements, students' literacy, mathematical and scientific skills are developing slowly and inconsistently. Students across the school are not being challenged to reach their highest potential. Students' English language skills in lower elementary school are very variable.

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

Students' personal and social development are a strength. The strong emphasis on Emirati culture is evident in all aspects of the school. Students are well behaved and keen to be active citizens in their community. They are developing their innovation skills, mostly in the upper grades. Students are less knowledgeable and versed in other world cultures.

### Teaching and assessment

The quality of teaching is better in the high school than in the middle and elementary schools. Although lessons are generally well planned, some are slow paced and insufficiently challenging, leading to only acceptable student progress. The school is 'data rich and information poor', as data is not used consistently to improve lessons or set next steps in learning.

### Curriculum

The school is continuing to work on developing the curriculum, offering more electives for students in the high school. There is now an increased focus on English in the Kindergarten (KG), resulting in better progress. This is not consistently developed in the curriculum in the lower elementary school. The curriculum is well adapted for students with special educational needs and disabilities (SEND).

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

The provision for health and safety across the school is good, and there is appropriate emphasis on the importance of maintaining a healthy lifestyle. The school has systems in place to ensure that the building is well maintained and that all facilities are well managed.

### What the school does best

- Students' attainment and progress in Islamic education and Arabic in the elementary school
- The school's success in integrating a strong focus on Emirati and Islamic culture across all phases of the school
- The school's provision for students with SEND and provision for health and safety across the school
- The involvement of the parent council and their active participation in the life of the school.







### Key recommendations

- Ensure that the school is fully compliant with all National Agenda Parameter registration requirements.
- Improve students' reading, writing and speaking skills across the school.
- Review and modify the teaching of mathematical and scientific skills across all phases, focusing on mental mathematics and the scientific method.
- Improve the quality of teaching and learning across the school by:
  - ensuring that activities are challenging to students and that teachers set consistently high expectations for them
  - ensuring teaching strategies in the elementary school are more appropriate for young learners
  - improving the quality of teachers' questioning and feedback, both oral and written, in order to provide students with clear next steps in learning.
- Make better use of assessment information to monitor and improve students' progress across the school.
- Ensure that the school's improvement plans are directly linked to improving students' attainment, progress and learning skills.

## Overall School Performance

Acceptable

### 1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
		<b>KG</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Learning skills		Acceptable	Acceptable	Acceptable	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	Very good	Very good	Very good	Outstanding
Social responsibility and innovation skills	Good	Good	Good	Very good

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	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	Good	Good	Good	Good
Care and support	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	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:**

- The school does not fully meet the registration requirements for the National Agenda Parameter (N.A.P).
- The leadership's work to meet the National Agenda objectives is hindered by the lack of N.A.P assessment data.
- The school leaders have the capacity to analyze and use data to improve teaching and modify the curriculum.
- The school has been unable to modify its curriculum based on the NAP findings, due to the lack of data from the MAP exam in 2017. The leadership team has made some appropriate curriculum modifications using CAT4, TIMSS, and PISA.
- Opportunities for students to use critical thinking and inquiry skills in challenging activities that connect to the real world are limited.
- Although the school does not have results for all students on the MAP exam, the data available has spurred the school's leaders to acquire additional resources for research, such as additional electronic tablets.

**Overall, the school's provision for achieving its 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 not fully aware of how to set targets in relation to raising the individual achievement of Emirati students. They have some basic strategies for improving students' core skills.
- Most Emirati students, except for some boys in the upper grades, exhibit a positive attitude to learning. Assessment data is not consistently used to inform next steps in learning, and analysis of potential achievement of individual Emirati students is not sufficiently addressed across the school.
- The school links curriculum adaptation and lesson plans to CAT 4 data, but this does not result in sufficiently-adapted lesson plans that address students' individual needs. Emirati students' verbal reasoning is weak in the school, and there are limited programs in place to address this area.

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

## Moral Education

- The moral education program (MEP) is taught in Arabic from Grades 1 to 8 and in English from Grades 9 to 12. The school uses the MoE textbooks and enriches the program by field trips and projects.
- The school has selected appropriate teachers for the MEP. They engage students in personalized lessons particularly in the upper grades. MEP concepts support the school's ethos.
- Students explore moral education topics through discussions, debates and reflections. They eagerly share their thoughts and opinions. They develop critical thinking skills by applying moral education concepts to their own lives.
- The school uses a variety of assessments, but most of them are informal. Assessments do not fully measure students' proficiency in meeting the learning objectives.

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

## Social Studies

- The MoE social studies curriculum is taught in Arabic as a separate subject from KG 1 to Grade 9. From Grade 10 to Grade 12, it is taught in English. It has appropriate continuity, progression and cross-curricular links.
- Teachers enrich the curriculum through field trips, projects and club activities. Most lessons in the higher grades include critical thinking. In the lower grades, lessons are more teacher directed and less effective.
- Older students participate in discussions and debates and think critically about key topics. Younger students work productively in groups, but their collaboration is limited.
- Assessments are inconsistent in measuring students' knowledge and skills. Assessment information is not always effectively used to inform teaching and address the learning needs of all students.

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


## Innovation in Education

- The school has begun to promote innovation through cross-curricular projects starting in the KG. Older students can generate creative ideas but need help to turn them into enterprising projects.
- The school encourages students to enter their innovative projects into local competitions and finds great success in winning many awards. These successes encourage entrepreneurship among students.
- A few lessons focus on innovation as a recurring theme. Innovation is mostly present in the projects that are interwoven into the daily experiences of all students.
- Students have started to participate in cross-curricular innovative projects in all the phases. The English curriculum includes innovative projects that integrate mathematics and science.
- The principal has allocated a leader for innovation who is working closely with other middle leaders to start innovative projects through STEAM.

**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	Good

- Students demonstrate a strong understanding of Islamic concepts and values across the phases. Their recitation skills are better in the elementary and middle schools than in the high school. Most students make good gains in acquiring basic knowledge and skills. However, their ability to apply their knowledge in new contexts is less developed.
- In all the phases, students' skills in explaining and discussing ideas conveyed in the Holy Qur'an or Hadeeth are underdeveloped. Older students' competency in using technology is allowing them to make some connections to the real world.
- Students in the lower grades have more opportunity to recite and memorize the Holy Qur'an than in the higher grades. Girls demonstrate a deeper level of understanding of Islamic concepts than boys.

#### For development


- Provide equal learning opportunities for students in both sections of the school.
- Enable students to develop deeper understanding of Islamic concepts across the school.

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

- The attainment and progress of most middle and high school students are appropriate to their age and are in line with the MoE curriculum expectations. Elementary school students improve their literacy skills more rapidly because of their engagement in active learning tasks that are planned to meet their interests.
- Elementary school students demonstrate well-developed speaking skills because they get opportunities to develop confidence in speaking and using a wide range of vocabulary. In the other phases, students are too reliant on the teachers to extend their answers and articulate their opinions.
- Students are developing their interest in using the language more competently because it is applied in familiar situations. Students' writing is improving because they are asked regularly to respond to topics about which they have opinions.

#### For development


- Increase opportunities for students, especially in the middle and high schools, to practice their speaking skills using age-appropriate and interesting topics.

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

- The progress made by children in the KG is not sustained in the lower elementary grade levels. For example, students' handwriting in lower elementary school lacks consistent letter formation and size. Middle and high school students make faster progress in carrying out research that is age-appropriate and interesting to them.
- Children in the KG acquire language skills quickly and follow instructions in English with ease. Elementary school students need adult support to write short sentences accurately. Tasks given to students are often over-prescribed by teachers. Across the phases, students' speaking skills are developing.
- The school's focus on improving students' reading skills is resulting in better progress and independence in learning. The emphasis on using key vocabulary is effective in developing students' reading skills in the middle and high schools.

#### For development


- Provide sufficient opportunities for students to develop their writing skills, starting in lower elementary grade levels.

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

- In the KG, most children make acceptable progress over time. At the end of KG 2, children's work shows that their attainment is in line with the California State Standards. The majority of children have a firm grasp on number and shapes. Across the remaining phases, internal and some external assessment results indicate that students' attainment is acceptable.
- A large minority of students have limited opportunities to apply their mental mathematical skills. They also find it difficult to apply their mathematical skills in real life situations and in hands-on activities that require critical thinking and problem solving.
- Improvements in students' attainment are the result of the use of data analysis to meet the needs of individual students and the use of technology to assist learning.

#### For development

- Focus on improving students' mental mathematical skills.
- Develop students' abilities to apply their mathematical skills in real life situations and in hands-on activities that require critical thinking and problem solving.

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

- Although students' attainment and progress are at least acceptable, their scientific method skills are limited in all the phases. Lessons largely focus on the retention of knowledge, rather than on developing students' independent scientific thinking.
- In the lower elementary school, students are not sufficiently developing their scientific literacy skills. This is evident in their limited vocabulary and limited ability to organize and express their ideas in a scientific way.
- Students are increasingly making connections between their learning and the world around them. This is mainly due to aspects of the curriculum that are built on engineering practices and STEAM.

#### For development

- Review the curriculum and lesson plans to ensure that they provide students in all grades with sufficient opportunities to develop their scientific literacy skills.

	KG	Elementary	Middle	High
<b>Learning Skills</b>	Acceptable	Acceptable	Acceptable	Good

- Students assume greater responsibility for learning in the high school, which is evident in their active engagement in critical thinking activities. In the elementary school, students often rely on teachers' instructions to complete tasks. Across the school, there are insufficient opportunities for students to be independent learners.
- Student collaboration and engagement in discussions or group tasks are more prevalent in the middle and high schools than in the elementary school. This is especially evident in English, mathematics and Arabic lessons.
- Class projects often require cross curricular connections and enable students to link their understanding to their prior learning and the real world, especially in mathematics and English. However, this is not a strength in the elementary school.

#### For development

- Ensure that all lessons focus on developing students' independent learning skills.
- Ensure that all teachers use grammatically-correct written and spoken language in their lessons.

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

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

- Students in all phases behave in a mature and sensible way. They take care of each other and their learning environment. Children in the KG are self-reliant, and students in the high school accept advice from their teachers constructively.
- Students use social media responsibly to support their learning and to share their ideas. Relationships between students and adults in the school are friendly and positive. Attendance and punctuality are at least good in all the phases.
- Most students show commitment to adopting healthy lifestyles. They make sensible and informed choices about their diet and know the benefits of exercising regularly. The school has successfully reduced the levels of obesity among students.

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

- Across the school, students are highly knowledgeable about their own culture. The values of Islam are strongly evident in students' daily routines. Older students are very articulate in reflecting on the economy of UAE, the National Agenda and how the past has influenced contemporary life.
- Students in the upper phases demonstrate exemplary respect towards the UAE culture and values. An example is students' ability to link the school's core values and the 'Year of Giving' to basic Islamic concepts such as Zakat. However, students' understanding of the wider world cultures and globalism is not strong.
- Interdisciplinary links and the moral education curriculum have developed students' understanding of patriotism, faithfulness, and tolerance. The wide range of initiatives and celebrations hosted by the school has improved students' understanding of the core values of Islam.

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

- Students across the school demonstrate a strong sense of community and responsibility. Most students participate actively in a variety of challenging curricular activities, including events and competitions organized in the school and across the UAE. Older students take part in a wide range of social clubs and sports activities.
- Students are highly involved in charitable initiatives. For example, elementary and high school students participate in a number of funding campaigns such as "Make the Difference" campaign. They care about their own school environment, but not all recycling bins across the school are used appropriately.
- Further leadership roles created for students have increased their sense of responsibility. The school is aware of the need to resolve the issue of students' low attendance after vacations.

#### For development

- Provide more opportunities for students to develop their enterprise and entrepreneurship skills.

### 3. Teaching and assessment

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

- In the KG, strong teaching and curriculum mapping in English is beginning to have a positive impact on children's progress. Students in the elementary school struggle with consistent routine, mainly due to their moving between specialist classes. The use of learning technology by teachers of mathematics is leading to increased student engagement.
- Most teachers use assessment data to plan their lessons, but this is not leading to clear next steps in learning for each student. Lessons are well planned, but the slow pace of lessons and insufficient challenge is leading to only acceptable progress in most subjects.
- Teachers' knowledge of how student learn best varies. Classroom activities are predominantly knowledge based and provide limited opportunities for students to share ideas, ask questions and express their opinions.

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

- The school has improved some aspects of its assessment processes. Staff have begun to use internal and external assessment results to guide them in modifying the curriculum, identifying areas for improvement in teaching and planning professional development activities.
- The school systematically reviews internal assessment data for English, mathematics, and science to determine the grade levels at which curriculum standards are not fully met. The assessments procedures in Islamic education and Arabic do not consistently measure student learning.
- Teachers' oral and written feedback to students is not consistent, and only few teachers provide students with next steps in learning.

#### For development

- Ensure that middle leaders and teachers analyze and use assessment data effectively to improve curriculum planning and teaching in order to meet the needs of all groups of learners.

#### 4. Curriculum

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

- Key subjects follow either the California Common Core State Standards or the MoE curriculum. This develops students' knowledge and skills in Arabic and English in line with the UAE national vision. The KG curriculum is age-appropriate and child-centered.
- Progression and continuity in the key subjects is improving because of a closer adherence to the tracking of the core standards. This has not led to accelerating students' progress in the elementary school. A wide choice of extra-curricular activities meets students' interests.
- The increased number of electives has given high school students a greater choice. Close links between key subjects is beginning to provide older students with some challenging opportunities. Some examples include designing three dimensional moving images, robots that can explore Mars and solar solutions to global problems.

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

- The professional development program provides teachers with instructional skills that enable them to address their students' needs. However, teachers' use of these skills in lessons is inconsistent across the school. Students with SEND receive effective support mostly from the SEND staff.
- Students are beginning to be more involved in innovative projects that require critical thinking skills and applying different methods of learning. Although this is leading to better student engagement in daily lessons, the most able students are not adequately challenged.
- The school maintains an enriched cultural atmosphere with ties to the values of the UAE. Students acquire knowledge of local traditions as they engage in social studies, moral education, Islamic education and Arabic lessons. They also learn from field trips within Dubai and the UAE.
- Arabic is taught for three and half hours per week in the KG. Through thematic units, children learn about shapes, colors, sounds, numbers and short vowels. They learn through songs, games, and interactive activities.

#### For development

- Ensure that all teachers appropriately modify the curriculum to challenge the more and less able students in all subjects and grades.

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

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

- The school policies to protect students from bullying and cyber-bullying are effective. Students understand how to use the internet safely. Procedures to support students and provide them with advice work well. The school provision for health and safety is good.
- School contractors provide good maintenance, cleaning and management of all facilities. The clinic offers high-quality medical services and rigorously monitors students' health. Emergency evacuation is practiced regularly to ensure students' safety.
- Improvements in the regular monitoring of students' general health ensure that almost all of them are aware of the importance of maintaining healthy life styles. Better access to outdoor play, fresh water and shaded areas to protect students from the sun support a positive learning experience.

	KG	Elementary	Middle	High
<b>Care and support</b>	Good	Good	Good	Good

- The school maintains a cordial and friendly campus that is receptive to students, parents, and staff. Students assist and guide each other throughout the school day, while teachers and support staff focus on instruction and managing behavior in a positive manner, implementing a clear discipline policy when necessary.
- The school works hard to maintain a high level of attendance. However, low attendance after vacation breaks is still an ongoing issue. Students with SEND are appropriately identified through screening assessments. They receive targeted intervention and support from the SEND department. Students identified as gifted and/or talented benefit from an enrichment and support program.
- The school's counselor and social workers provide students with guidance and counseling, starting in their early years. Students are required to create career profiles and high school portfolios in preparation for life after school.

### For development

- Ensure that students' attendance is maintained at a high level, especially after school breaks.

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

### Provision and outcomes for students with SEND

Good

- The inclusion champion and the director of the SEND department oversee and implement an inclusive education improvement plan, with support from the governor for inclusion. The inclusion policy in place guides staff in the delivery of the program and in providing students with support.
- The school is very effective in screening all students to identify those in need of additional testing and support. Diagnostic testing by highly qualified staff is provided when needed at no cost to parents.
- Parents are very appreciative of the close contact maintained with the SEND department and the ongoing support offered online, on the phone and by writing. Many parents report the benefits of attending the array of workshops offered in order to increase their ability to provide their children with support at home.
- Learning support assistants provide monitoring and support for individual students who have difficulty maintaining their attention and/or behaviour in the classroom setting. Individual educational plans (IEPs) are variable in quality and contain generic targets. They do not fully identify and target support to address specific barriers to students' learning.
- The majority of students receive good support which addresses their learning needs in lessons.

### For development

- Ensure that the IEPs address the specific barriers to students' learning.

## 6. Leadership and management

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

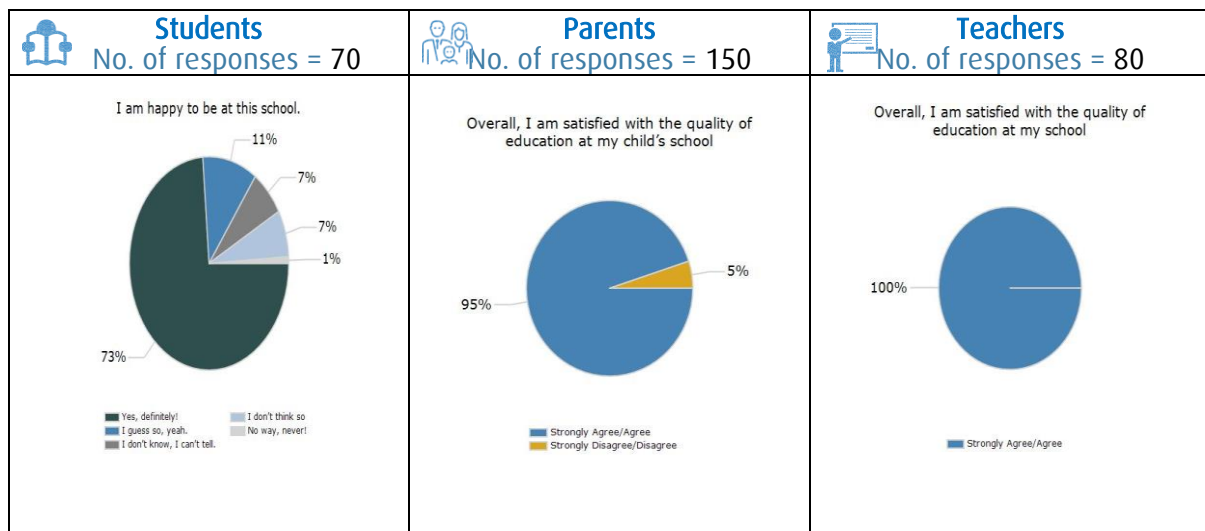
- Leaders remain committed to improvement and have attempted to develop aspects of the school, such as offering more electives in the high school. However, they are inconsistent in their understanding and use of assessment information to monitor and improve students' progress, especially in the elementary school. Some leaders have too many roles and do not have a focused and targeted approach to affect change in their departments.
- Leaders have attempted to address the recommendations from last year. This is mainly evident in some improvements in the school environment and improvements in the curriculum and recruitment. There are improvements in the quality of the written action plan and self-evaluation document. However, the plans are not consistently based on accurately analyzed data, or linked to improving students' attainment, progress and learning skills.
- Parents play an active role in the life of the school. The Parent Council is involved in providing suggestions for improvement and uses its community connections to support the school. Although parents are satisfied with the ways in which the school communicates with them, they continue to seek ways of developing this by extending the use of social media.
- The governing body is keen to improve the provision in the school. Governors are supportive of the school principal. They are aware of TIMSS and PISA results but do not have an accurate picture of the self-evaluation findings. They do not systematically hold school leaders accountable for students' outcomes, especially in the elementary school.
- The school is appropriately staffed. However, teachers and leaders are not always allocated roles according to their expertise or experience. The school has upgraded and improved the building and resources, but these are not consistently and systematically used by students in all phases to improve their progress.




### For development

- Ensure all teachers and leaders are allocated roles and responsibilities that are appropriate to their experience and expertise.
- Governors should develop systems and procedures to hold senior leaders accountable for students' outcomes in all subjects across the school.

## 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>Most students who returned the survey, are satisfied with the teaching and the quality of education at the school. Most think their views and opinions are sought and acted upon. A minority feel that there are teachers who do not know their strengths and weaknesses.</p>
 <b>Parents</b>	<p>Almost all parents who responded to the survey, indicate that they are satisfied with the quality of education provided by the school. They believe that the school is developing their children's understanding of UAE and Islamic culture well, and that the school encourages their children to be innovative and curious.</p>
 <b>Teachers</b>	<p>Almost all teachers who returned the survey, are satisfied with the overall performance of the school. A few are not happy with the how the school is led. Teachers are satisfied with the way the school supports students with SEND.</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)