

GOOD



2019-2020

# INSPECTION REPORT

US CURRICULUM

## Contents

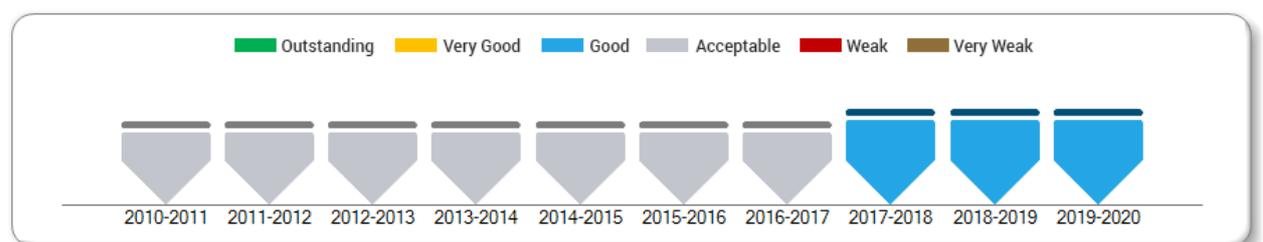
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## School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1992
	 Website	www.gemsakns.net
	 Telephone	04-217-3900
	 Principal	Ghadeer Abu-Shamat
	 Principal - Date appointed	25/1/2015
	 Language of Instruction	English
	 Inspection Dates	24 to 27 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2168
	 Number of Emirati students	1153
	 Number of students of determination	73
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	147
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	40
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	2
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	MAP, CAT4, SAT1, SAT2, PSAT, IELTS TOEFL, AP
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

### School Journey for AL KHALEEJ NATIONAL SCHOOL



## Summary of Inspection Findings 2018-2019

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

### Students Outcomes

- Students' attainment is improved in Arabic as a first language in the elementary grades, in science in the middle school grades and in mathematics in the high school grades. In almost all phases, students' progress in all core subjects is at least good. Progress is improved in Islamic education in the elementary grades. Children in the Kindergarten (KG) are progressing well in learning English, mathematics and science.
- Students' attitudes and behavior are outstanding in the KG and elementary phases and very good in the other two phases. All students possess an excellent appreciation and understanding of Islamic values and knowledge of Emirati heritage and culture. They are willing contributors to the school community, often taking responsibilities and initiating projects to interest and benefit others.

### Provision for learners

- Teaching is generally effective, with increasing emphasis on developing students' critical thinking, problem-solving and inquiry skills. Students are more engaged in learning through increased opportunities to collaborate and use technology, not only for research but also for programming. Although teachers' assessments are better aligned with curriculum standards, the effectiveness of their use by many teachers remains inconsistent.
- The improved curriculum in the high school grades provides students with more electives and Advanced Placement courses. In the KG, the curriculum is inquiry-based with a literacy focus, meeting the needs of almost all children. Effective curriculum modifications are being made in many subjects across the school. Innovation is a strong feature and the curriculum promotes excellent understanding of the UAE's culture and society.
- The school provides a very safe, caring and inclusive environment in which students flourish. Consequently, relationships are very positive. Improvements to attendance and behavior policies are having positive effects. Academic and personal support is systematically provided by teachers, the support staff and counsellors. Beginning in the middle school grades, guidance for students, regarding careers and associated curriculum pathways, is extremely effective.

### Leadership and management

- The superintendent, with other senior leaders and supported by a growing middle leadership team, is improving the school's performance. Leaders know their school well and effective planning is raising the students' achievements. Parents are actively involved in their children's education and governors are knowledgeable and supportive. Enhancements are being made to the management, staffing and resources but the building is limiting students' learning experiences.

### The Best Features of The School:

- Very high standards of safety, care and guidance, which lead to students' very good or better personal and social development in all phases.
- Students' good and very good progress in almost all core subjects and phases.
- Very strong provision in the KG, which supports children's very good progress in English, mathematics and science.
- The outstanding level of students' understanding of Islamic values and Emirati heritage, and the high degree of social responsibility that students show.
- The commitment and expertise of the senior leaders to improve students' achievements.

### Key Recommendations:

- Improve students' achievement in all subjects by:
  - raising their literacy skills and ensuring that all teachers have consistent expectations linked to the language targets;
  - developing teachers' skills to a consistently very high level, with appropriate emphasis on students being partners in the learning process and
  - enhancing the ability of all leaders to evaluate and monitor students' performance and personalize the curriculum to provide rich learning experiences.
- Corporate governors must ensure the provision of a high-quality learning environment in line with the aspirations of the school community.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Very good	Good	Good	Very good
 Science	Attainment	Good	Good	Good ↑	Good
	Progress	Very good	Good	Good	Good
 UAE Social Studies	Attainment	Good			

		KG	Elementary	Middle	High
<b>Learning skills</b>		Very good	Good	Good	Good

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

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

## 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Very good 	Good	Good	Good

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good 	Good	Good	Very good 
Curriculum adaptation	Very good 	Very good 	Very good 	Very good 

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

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

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
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 the 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 National Agenda Parameter targets :

The school meets the registration requirements for the National Agenda Parameter

#### The school's progress on international assessments

**meets expectations.**

- The Trends in International Mathematics and Science Study (TIMSS) test results exceeded the school's target in science at Grade 8 but failed to meet the targets set for mathematics and grade 4 science. The Program in International Student Assessment (PISA) results have declined in mathematics and science since 2012. The reading scores improved but the target was not met. The Measures of Academic Performance (MAP) scores show good improvement in science, although progress in English and mathematics is weak. Comparisons between N.A.P test outcomes and measures of cognitive ability (CAT4) demonstrate that, on average students attain better than might be expected.

#### The impact of leadership

**meets expectations.**

- School leaders support the vision and goals of the National Agenda, as evidenced by their detailed action plans. Closer checks of students' achievements are starting to have positive effects on their progress. The curriculum is better aligned to external testing requirements. Teaching and learning are improved by the effective use of assessment information.

#### The impact on learning

**is above expectations.**

- In the more effective lessons, the promotion of critical thinking is a common feature. By questioning and setting suitable learning activities, teachers encourage open-minded discussions. The successful establishment of the scientific method in science lessons has begun to strengthen students' inquiry, investigative, problem-solving and research skills in the other subjects.

**Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.**

#### For development:

- Ensure that all students understand the value of external benchmarking test results for setting realistic learning goals.

## Moral Education

- Moral education is taught through discrete lessons from grades 1 to 12. Use of the moral education textbook ensures that all requirements are covered. Students' learning is enhanced through community projects and excursions.
- Homeroom teachers have responsibility for teaching moral education from Grades 1 to 3. Lessons in Grades 4 to 12 are taught by specialist teachers. Although students say they enjoy the subject, teachers do not consistently meet students' learning needs, particularly in lessons in the middle and high school grades.
- A variety of assessments are used to measure students' progress. However, the rigor of assessments and their implementation are not consistent. The school provides regular reports to parents on their children's progress.

**The school's implementation of the moral education program is meeting expectations.**

### For development:

- Ensure that there is consistency of teaching, so that all groups of students are supported and challenged effectively in all lessons.
- Improve the rigor, consistency and implementation of assessment procedures across all grades.

## Reading Across the Curriculum

- The school has narrowed the gap between students' actual reading levels compared with their expected age-related reading levels. Underperforming students, in grades 3 to 8, receive additional support.
- Phonics is taught in groups of similar ability in the KG and elementary phases. Teaching assistants support students' reading in the middle school grades.
- Library books are arranged in reading levels to enable students to independently choose books that match their reading abilities. The use of technology supports students' reading in lessons.
- Strategies to develop students' literacy skills feature across different subjects and phases. In the middle and high school grades, dedicated library time forms part of the students' timetables.

**The school's provision for reading across the curriculum is emerging.**

### For development:

- Develop the role of a literacy specialist to extend, support and guide the school's reading program.
- Ensure that guided reading in the elementary grades is suitably varied and challenging and widen the range of literature for students in the middle and high school grades.

## Innovation

- Students enjoy investigating or researching using the internet. They readily use devices to find information.
- Many opportunities are provided for students to think as young innovators, who go on to present creative and practical ideas.
- In the most effective lessons, teachers promote independence and critical thinking. This is stronger in the high school grades, where students have more opportunities to be self-directed and investigate real world issues.
- The curriculum provides many opportunities to motivate and challenge students. STEAM (Science, Technology, Engineering, Art and Mathematics) lessons and programming robots, are examples of recent developments in curricular innovation.
- The appointment of skilled teachers of technology, significantly enhanced resources and participation in community events, demonstrate the commitment of school leaders to innovation.

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

### For development:

- Ensure that most lessons provide opportunities for students to develop their skills in problem-solving, critical thinking and innovation.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good

- Internal assessment results indicate higher levels of attainment than are seen in lessons. However, the majority of students across all phases now make progress that is above expectations, especially in Seerah and Holy Qur'an recitation. However, the recent improvements are not reflected in higher attainment.
- Students in the elementary grades are rapidly developing their knowledge of Islamic concepts and the ability to refer to the Holy Qur'an and Hadeeth. In the middle school grades, students can apply Holy Qur'an recitation rules confidently. High school students improve their life application skills when they discuss Islamic laws
- Students' progress is more evident in their notebooks in the Elementary grades than in the middle and high school grades. Boys and girls perform at similar levels. Arab students demonstrate better levels of attainment and progress across all phases.

#### For development:

- Make better use of rubrics in students' notebooks and worksheets, especially in the middle and high school grades, in order to guide students' learning and accelerate their progress
- Ensure that non-Arab students are progressing at the same rate as their Arab peers in the middle and high school grades.

### Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Good

- Students' attainment in the elementary grades is an improvement from last year. Internal assessments in the middle school grades suggest high attainment, but this is not supported by lesson observations. Assessment results in the high school are in line with what is seen in lessons and students' books.
- The students' listening skills are their strongest skills across all phases. They are able to speak confidently in short conversations. The reading of familiar text is adequate, but their writing skills in the middle school grades are limited by low expectations.
- The students' writing in the elementary and high school grades is rapidly improving with more opportunities for independent writing. However, improvements in their speaking skills are inconsistent and limited by a lack of challenge.

#### For development:

- Raise teachers' expectations of what students can achieve and ensure that lesson plans take account of students' differing attainment levels.
- Provide greater opportunities for students to speak and write independently, particularly in the middle school grades.

### Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Internal assessment results in all phases do not accurately reflect the good level of attainment that is seen in lessons. Progress in listening and reading skills is the strongest. Students' knowledge of Arabic enables them to follow their teachers' instructions and directions.
- Although speaking skills are not strong, students make oral presentations with high degrees of confidence. Students in the elementary grades are developing wide vocabulary. The reading of familiar texts is improved and supported by the use of interactive computer software.
- Students' writing is their weakest skill. However, students are motivated by having opportunities to write freely in their journals during lessons. Many rely on prompts for their writing. Students enjoy learning and take responsibility for the learning process.

#### For development:

- Provide more opportunities for students to engage in conversations in a range of real-life situations.
- Increase opportunities for students to engage in creative writing in a range of styles, across all phases.

## English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Very good	Good	Good	Good

- In the KG, children’s improving phonic knowledge enables them to rapidly develop their early writing skills. In Grades 11 and 12, the skills of literary analysis develop well. Guided reading in the elementary grades is improving students’ comprehension. In the middle school grades the students’ reading and writing opportunities are limited.
- The large majority of students are quick to develop speaking and listening skills. The use of online reading software is effectively supporting students and providing opportunities for research. Intervention groups are helping to reduce the gap between students’ actual and expected performances.
- The school has extended the phonics program to the elementary grades to increase students’ literacy levels. In the upper grades, many students, especially girls, can express complex ideas in discussions and support their opinions with contextual evidence.

### For development:

- Develop students’ writing across the curriculum though the consistent use of individual literacy development goals.
- Develop reading fluency, especially in the elementary and middle school grades, as well as the enjoyment of reading across all phases.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Good ↑
Progress	Very good	Good	Good	Very good

- Children in the KG make very good progress due to engaging activities that allow them to develop and apply their number skills to everyday contexts. The consistent application of mathematical concepts contributes to students’ rapid progress in the high school years.
- The frequent use of objects, particularly in the elementary grades, anchors students’ understanding, enabling them to learn through a tactile approach. In all phases, students are developing fluency in their mathematical language and in deconstructing and solving word problems.
- Underdeveloped mental calculation skills in the Elementary grades limit students’ progress. A focus on numbers and operations in the Middle grades is beginning to enhance students’ achievement. The secure understanding of complex mathematical concepts of high school students underpins their good achievement.

### For development:

- Ensure that questions are written in language that matches the students’ literacy levels.

## Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good ↑	Good
Progress	Very good	Good	Good	Good

- Scientific concepts are made relevant to students and this leads to good achievement across the school. Children's progress in the KG is very good and underpinned by excellent learning skills. Elementary students' achievement builds upon the learning gains made in the KG.
- Children in the KG learn science through inquiry and investigation. The use of the scientific method is strong in all phases. Students in the high school grades explore challenging areas of physics, chemistry and biology in addition to electives such as forensic science.
- Students use scientific language confidently to explain their learning, reflecting the greater emphasis on key vocabulary. Critical thinking, inquiry and research skills are developing well, and students' problem-solving abilities are a strength.

### For development:

- Ensure that teachers' marking of students' work provides clear guidance on how to improve and that students respond to the advice given.

## UAE Social Studies

	All phases
Attainment	Good

- This subject was inspected for the first time this year. It is taught in both English for non-Arabs and Arabic. Assessment results indicate that test outcomes show higher levels of attainment than are evident in lessons and students' copybooks.
- The majority of students in all phases, but especially in the elementary grades, are performing well in all the subject domains. Arab students in the Middle and High schools are showing better levels of knowledge with regard to the UAE's heritage and tradition. Non-Arab students are successful with research and learning related to global projects.
- Students steadily improve their subject vocabulary and apply their critical thinking skills, when they discuss historical, geographical and economic themes. Relevant extra-curricular activities enhance students' knowledge and understanding.

### For development:

- Ensure consistency in students' learning outcomes with regard to all subject domains.
- Support teachers' assessments and students' knowledge of their own progress through the use of rubrics.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Students are motivated, diligent and resilient learners. In the KG children learn to share, collaborate and make real world connections. Elementary students take responsibility for their learning. High school students' honed skills enable them to succeed in the more demanding courses and projects.
- Group work, collaboration, enquiry and critical thinking are promoted successfully across the curriculum. When opportunities are planned in lessons, students eagerly participate, exchanging opinions and making connections to the real world. Across all phases, students are actively involved and show commitment to their learning.
- Students develop and use their learning skills to generate ideas and to problem-solve, but some are unaware of their individual strengths and weaknesses. Students are usually confident in what they need to do next, but some lack the ability to lead their own learning.

### For development:

- Ensure that students know their strengths and how to improve so that they can take greater responsibility for learning.

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

	KG	Elementary	Middle	High
Personal development	Outstanding ↑	Outstanding ↑	Very good	Very good

- Across all phases, students' attitudes and behavior are typically very high. In the KG and elementary grades, students take increased responsibility for the decisions they make. However, on occasions, some boys in the middle and high school grades do not take full responsibility for their behavior.
- Students have clear awareness of healthy lifestyles and the importance of physical fitness. Children in the KG can talk with confidence about their healthy lunch boxes and older students take part in sporting activities such as the Dubai Fitness Challenge.
- Relationships between students and the staff are extremely positive and this contributes to their strong commitment to learning. Students in the elementary grades take on ambassadorial roles at recess breaks. Student surveys report their overall enjoyment of school and this is reflected in high rates of attendance.

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

- Across all phases, students show a deep appreciation and understanding of Islamic values and Emirati culture. Daily practices and a commitment to conduct the noon prayer (Masjed) every day reflect the very positive national identity of the school.
- Children in the KG, proudly sing the UAE national anthem every morning. Students in the elementary and middle school grades take part in organizing Islamic, national and international celebrations. They are inspired by other cultures and influential figures in the wider world.
- Students appreciate tolerance and they demonstrate kindness and respect. They see the UAE as a pioneer country enhancing open-mindedness. They are happy to experience cultural diversity in their school. Students in the middle school, especially boys, make significant progress in this respect.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students demonstrate a genuine sense of belonging to their school. They show a high work ethic and have roles supporting students of determination. Student council members are proud of their leadership roles. In the elementary grades, students are determined to achieve their personal goals.
- Students have many creative and practical ideas. Some initiate and lead projects, often related to charity, which have entrepreneurial elements. They participate successfully in community, national and international competitions.
- Many students take innovative actions on environmental issues. Elementary students monitor the levels of litter at recess. Students in the high school are involved in conservation through their organic hydroponic garden. Students in the middle school, especially boys, are taking greater responsibilities in the school.

#### For development:

- Provide more opportunities for students to initiate and lead projects both inside and outside the school.

### 3. Teaching and assessment

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

- The teachers' strong subject knowledge underpins the planning of engaging lessons that include connections to the real world. In the more effective lessons, particularly in the high school grades, well designed tasks promote collaboration, effective communication, critical thinking and independent learning skills.
- Although teachers frequently plan activities to meet the needs of all learners, their implementation is inconsistent. Learning tasks that are closely aligned to students' abilities and attainment levels are not common features of lessons. Teachers' expectations of what students can achieve are sometimes too low.
- The refinement of skills and strategies to solve problems are improving in all phases. The most effective lessons are marked by well-paced learning, high level questioning skills and varied teaching approaches.

	KG	Elementary	Middle	High
Assessment	Very good ↑	Good	Good	Good

- A comprehensive review of the assessment policies has strengthened all assessment procedures. Most internal assessments align well with the curriculum standards and are supported by effective moderation. The provision of activities to meet students' learning needs is most consistent in the KG.
- The extensive tracking of individuals and cohorts of students is in place. Goal-setting, based on internal, external and cognitive assessments, is encouraging students to take greater responsibility for learning. Assessment information is also used well to identify curriculum gaps.
- Professional development training is enhancing the ability of teachers to use assessment information in planning lessons to meet students' differing needs. Teachers' written feedback on students' work is inconsistent and rarely provides guidance on how the work can be improved.

#### For development:

- Implement a clear whole-school assessment policy to ensure that students are given clear evaluations of their work and guidance about how they can improve it.

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↑	Good	Good	Very good ↑

- The curriculum is aligned with the U.S. Common Core, Next Generation and California State standards and the Ministry of Education (MoE) standards for Islamic education and Arabic. In the KG, the curriculum is very effectively based on enquiry and activity.
- The school reviews the curriculum to identify gaps in continuity and progression, using an online curriculum mapping system. A recent whole-school focus on projects is providing opportunities for cross-curricular learning in all phases.
- The very strong high school curriculum is implemented with rigor and challenge. The addition of four Advanced Placement subjects addresses the older students' aspirations. Additional electives offer students more choices. Choice is a strong feature of the child-centered curriculum in the KG.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The curriculum is adapted well to meet the personal and academic needs of most students across the school. In the KG, themes and creative learning provision are carefully modified to meet the children's needs, as are the elective courses for older students.
- Across all subjects, students have many opportunities to develop their investigative skills, although some inconsistency remains. Many students participate in activities that promote enterprise, innovation, creativity and social contributions. Students' social, creative and physical development is enhanced by a range of extra-curricular activities.
- Carefully planned learning experiences enable students to gain an excellent understanding of the values, culture and history of the UAE. These are integrated across most subjects as well as within Islamic education and UAE social studies. Students enthusiastically participate in national festivals and cultural events.
- Children in the KG have 'taster' sessions in Arabic as part of their weekly timetable.

### For development:

- Ensure that there are opportunities in a greater proportion of lessons for students to be innovative, creative and to solve problems
- Increase the emphasis on the development of students' literacy skills across all subjects and phases, but particularly in the elementary and middle school grades.

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

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

- The school has a wide range of effective policies and procedures to ensure that all students are kept safe. These procedures are understood by teachers, students and their parents. The supervision of school transport is given a high priority and students travel in well-maintained buses.
- In spite of space constraints, the school makes the best use of the well-maintained facilities. Regular safety checks are carried out and action taken to repair any deficiencies. The school takes appropriate measures to support students with disabilities.
- Bullying is rare in the school. The school promotes a safe and healthy lifestyle. School staff monitor the food options provided in the school canteen and raise students' awareness of the importance of adopting a healthy lifestyle.

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

- Many effective strategies, such as the 'Jewel of Kindness', help to develop positive relationships, collaboration and mutual respect. Most students know and successfully adhere to the school's code of behavior. Rigorous systems promote and monitor students' attendance and punctuality.
- The identification of students of determination is accurate. However, the procedures for identifying those with particular gifts and talents are less well developed. In a minority of lessons, teachers' plans do not address students' differing learning needs.
- Pastoral support for students from counsellors and other adults is caring and effective. Most students receive helpful and regular academic guidance. The school medical staff carefully monitor the students' health and physical well-being. High quality career advice is provided for older students.

### For development:

- Improve the signage for the school's evacuation route plans to show current locations.
- Enforce the school's policy to ensure that all visitors wear identification badges.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- This is a highly inclusive school. The provision is well led and the systems for review, implementation, monitoring and evaluation are effective.
- Processes for identifying students' needs are thorough and accurate. The school uses a wide range of assessment information, including reports from external specialists. Procedures for the identification of those students with particular gifts and talents are underdeveloped.
- Parents greatly value the help and advice they receive from the specialist teachers and the inclusion team. Parents say that there are many opportunities to discuss their children's individual support and progress. Some parents would value more workshops on specific learning needs.
- Most lesson plans identify students who require additional support. Individual learning plans are usually used well to ensure appropriate support is given. In a few lessons, not enough account is taken of individual student's learning needs.
- Students' progress is good in relation to their starting points. Progress is consistently high when students are supported by the inclusion team and learning support assistants. Some higher attaining and gifted students are not always provided with suitably challenging work.

### For development:

- Identify all students with gifts and talents and ensure that they are provided with appropriately challenging learning activities.
- Ensure that all teachers take close account of individual students' needs in lesson planning and that appropriate levels of support are provided.

## 6. Leadership and management

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

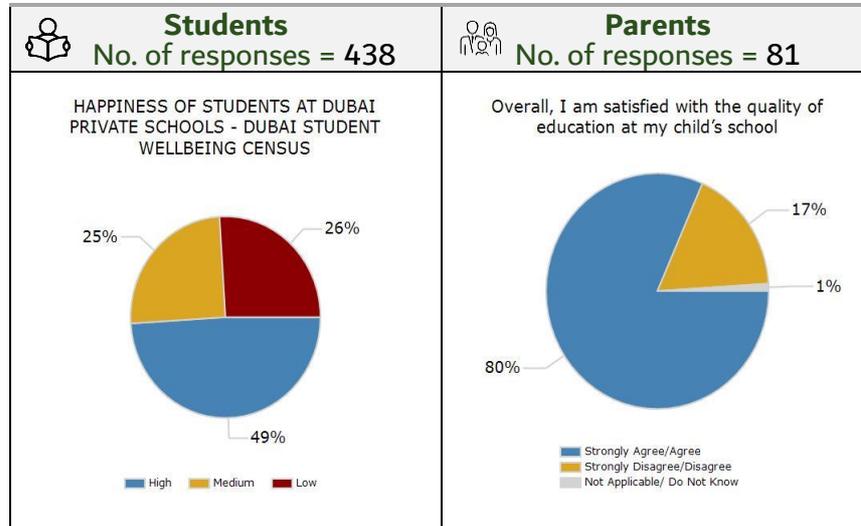
- The school's vision and mission are clear, shared with the school community and fully support the priorities of the UAE. Leaders are committed to inclusion. An expanded middle leadership team is developing well in terms of expertise and experience. Most leaders have a clear understanding of the school's improvement priorities and the barriers to overcome. They continue to sustain the school's good levels of performance. The school is fully compliant with all statutory regulations.
- The school's self-evaluation is improved because of well-structured surveys of the views of parents and teachers. The three-year improvement plan sets a clear, strategic direction with focused, prioritized goals and realistic time frames. The systems for measuring teachers' performance are now more thorough. The procedures for evaluating students' achievements from their workbooks are not yet consistently applied. The school is making steady progress towards its improvement targets.
- Leaders successfully engage and incorporate parents into the school community. Communication systems are effective. Progress reports are comprehensive and personalized. Parents report that their children are well prepared for the next stages of their education or careers and are well cared for. Leaders listen to parents' concerns and act upon them, promptly and effectively. Overall, parents are happy with the school, its management and the education their children receive.
- The Local Advisory Board, operating in conjunction with corporate governors, has wide representation. It has a thorough knowledge of the school and its priorities. As a consequence, members are able to support the school's improvement journey. The corporate governing body has a clear understanding of the school's performance. As such, it is able to hold leaders to account for their actions and outcomes and provide resources to meet the school's needs.
- The management of the school is extremely effective. Staffing has been enhanced. A well-constructed appraisal system supports improvements to teaching and learning. The facility is bright, well-maintained and safe. Although creative use is made of all the spaces, aspects of the building restrict students' learning experiences. Resources are improved with respect to technology and the identification of the needs of students of determination.

### For development:

- Develop all leaders' understanding of the best educational practice, including their evaluations of students' progress and the quality of teaching.
- Create effective systems to monitor students' achievement from their workbooks.
- Governors must accommodate students in spaces that will accelerate and enhance their learning experiences.

## Views of parents and students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students' views about persevering and worrying about school work, the extent to which they belong and are being cared for at school, are slightly below those of students in other schools. They are more likely to believe that they face physical and verbal bullying than their peers in other schools. These concerns are not supported by the inspection outcomes.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Most parents report that teachers help their children to learn and that they have the information they need to support their children at home. The majority report that they are involved in school activities at least monthly and that the school listens to their views. They feel that their children have good relationships with their teachers and other students. Nearly all believe their children are safe at school.</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)