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School information



General information

Location	Oud Metha
Type of school	Private
Opening year of school	1971
Website	www.alrashed-alsaleh.com
Telephone	043376126
Address	Oud Metha, Um Hurair. P.O. Box 4458Dubai
Principal	Sister Samira Ayoub Botrus
Language of instruction	Arabic
Inspection dates	2 nd – 5 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-19
Grades or year groups	KG 1-Grade 12
Number of students on roll	2599
Number of children in Pre-K	0
Number of Emirati students	224
Number of students with SEN	28
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	158
Largest nationality group of teachers	Egyptian
Number of teacher assistants	14
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	20%



Curriculum

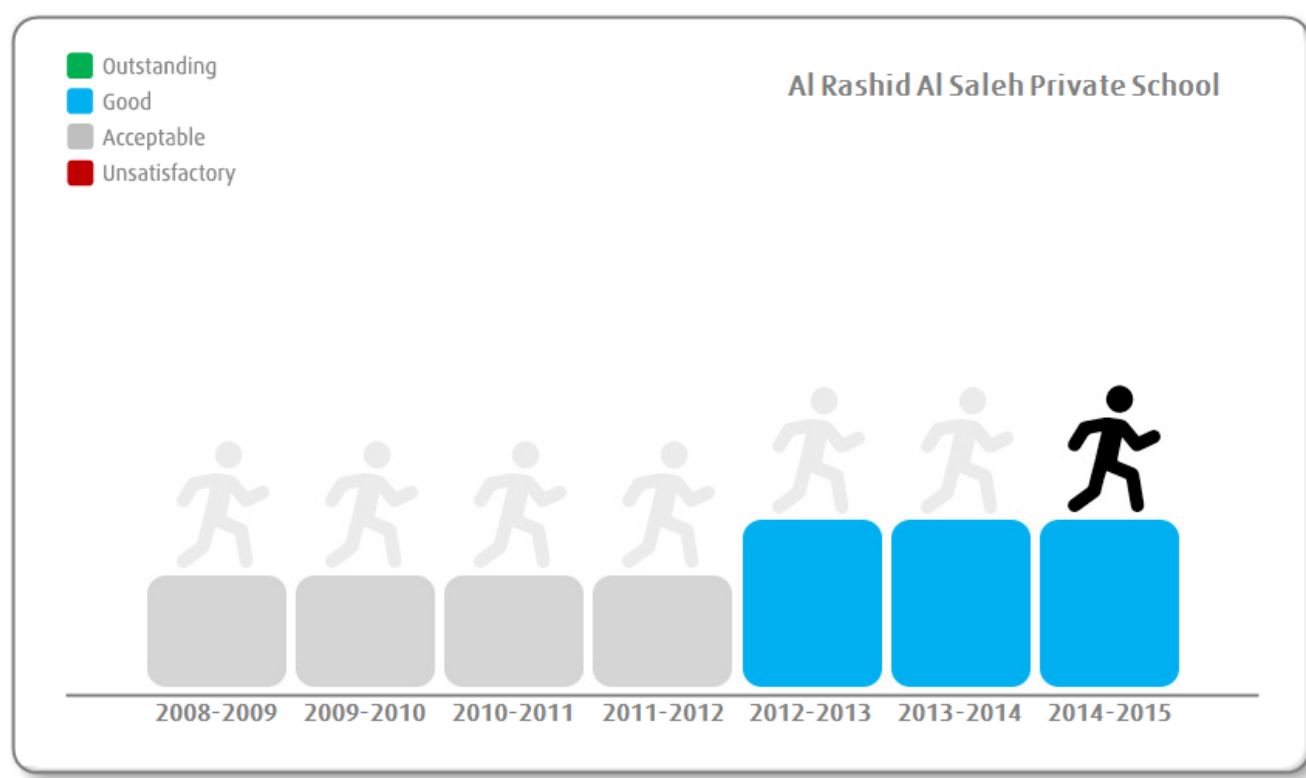
Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	MoE, NAP
Accreditation	



Dear Parents,

Al Rashid Al Saleh Private School was inspected by DSIB from 2nd - 5th February 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The Principal provided effective leadership. The school had a caring ethos and had established good engagement with parents.
- Students' attainment and progress were good in all key subjects across almost all phases.
- Students demonstrated outstanding personal, community and environmental responsibility, and their health and safety were given outstanding attention.
- Students had positive attitudes, behaviour, cultural awareness and understanding of Islamic values.

Areas for improvement

- Improve provision for students with special educational needs.
- Work with parents to improve the arrangements for 'drop-off' from cars to ensure the safe arrival of all students into the school.
- Review the curriculum to better meet the needs of all students.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Rashid Al Saleh Private School



How well does the school perform overall?

Overall, Al Rashid Al Saleh Private School provided a 'Good' quality of education for its students.

- Students' attainment and progress were mostly good in the core subjects across the school. Students had good learning skills and worked independently to apply their skills to real life situations. They readily applied their prior knowledge and understanding to new contexts. Students worked productively in groups, in pairs and independently. They were able to confidently express their thoughts, opinions and ideas.
- Students' behaviour and attitudes to learning throughout the school were outstanding. Students were polite, respectful, courteous, self-disciplined, welcoming; and they demonstrated high levels of maturity and support to each other. Students had a strong understanding of the influence of Islamic values on the modern society in Dubai. They respected and appreciated Emirati traditions. Students had an outstanding work ethic and understanding of their responsibility toward the environment.
- Teaching across all cycles was good. Lesson planning was thorough and good use was made of resources. As a consequence, the quality of the teaching had a significant impact on students' confidence levels, progress and attainment. The school conducted regular assessments of students' progress in all subjects. Teachers analysed the results and had a good knowledge and understanding of individual students' strengths and weaknesses.
- The school curriculum complied with all of the Ministry of Education (MoE) requirements. Where it was felt necessary, as in the Kindergarten, the curriculum was supplemented with additional challenges to enhance progress. The curriculum was enriched by a number of activities, including visits from external agencies. A structured programme ensured that the students were prepared for the next stage of their education. The design of the curriculum was acceptable. Modifying the curriculum to meet the needs of all students was still a particular challenge for almost all teachers.
- Student safety had a high profile in the school, including child protection and online security. Rigorous procedures ensured buildings were well maintained and students' health and well-being were actively promoted. Supervision by staff and student council members ensured a calm and purposeful movement around the school and on school transport. The arrangements to identify students with special educational needs were ineffective. The school counsellors were readily available to provide students with personal and emotional support.
- Caring and compassionate leadership from the Principal and her management team provided a clear and realistic vision for improvement over time. She led the school well. Although the school had a wide range of self-evaluation systems, staff's views of its performance was at times unrealistic and too generous. Communications with parents were regular and provided parents with detailed information relating to their children's performance. Governors were knowledgeable about the school and provided good support. The school was well staffed. The premises were of a high quality, and there was a good range of facilities and resources.


How well does the school provide for students with special educational needs?




- The progress of students with special educational needs in the key subjects was acceptable. However, the school did not follow the correct KHDA categories in its identification of special needs.
- A meeting was held with school leaders to review the school's admission policy as certain categories of students were excluded from entry at this time. The board of governors convened to amend the policy during the inspection.
- Teachers did not have sufficient information, training or expertise in the kinds of specialist teaching strategies required to support the learning needs of students with special educational needs to help them make better progress.





1. How good are the students' attainment, progress and learning?

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
 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	Good	Good	Good
	Progress	Good 	Good	Good	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Good	Good	Good	Good





 Improved from last inspection

 Declined from last inspection


2. How good is the students' personal and social development?

	KG	Cycle 1	Cycle 2	Cycle 3
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Outstanding 	Outstanding 
Community and environmental responsibility	Outstanding 	Outstanding 	Outstanding	Outstanding





3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Good	Good	Good
Assessment	Good 	Good 	Good 	Good

4. How well does the curriculum meet the educational needs of all students?

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Good 	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Acceptable 	Acceptable 	Acceptable 	Acceptable 

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths


- The Principal provided good leadership and a vision which set the tone for the whole school.
- The school had a caring ethos, and it had established good working relationships in its engagement with parents.
- Students made good progress and attained well in all key subjects across almost all phases of the school.
- Across the school, students demonstrated outstanding personal, community and environmental responsibility, and the school's attention to student's health and safety was outstanding.
- Students had positive attitudes, behaved well and demonstrated good cultural awareness and understanding of Islamic values.


Changes since the last inspection

- Overall, the school had responded well to the previous inspection. Senior leaders had produced a well-considered plan to address the recommendations. There were already signs of impact on practice.
- The school had strengthened leadership and management in the Kindergarten. Curriculum plans had improved and now included specific learning outcomes. Children in the Kindergarten were now more engaged in lessons.
- Departments were working hard to assess students' performance against international standards; and whilst steps had been taken to better meet the needs of all students, there was still room for further improvement.
- Steps had been taken to improve the curriculum to provide broader curricular choices through Saturday classes and enrichment activities.


Recommendations

- Improve the overall quality of provision for students with special educational needs by:
 - improving arrangements for their identification, support and classroom practice
 - developing the role of special educational needs staff in advising and supporting class teachers on best practice
 - ensuring all Individual Educational Plans sufficiently address the needs of individual students.
- Work with parents to improve the arrangements for 'drop-off' from cars to ensure the safe arrival of all students into the school.
- Review the design of the curriculum in order to better meet the needs of all students and to ensure they make greater progress in their learning.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning?

KG		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Good 
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic Education, most children could explain why they believed in Allah and why they worshiped Him as the only god and the creator of everything. They knew that Prophet Mohammed (PBUH) was the final messenger of Allah.
- In Arabic as a first language, children's attainment in speaking and listening skills was relatively stronger than their ability to decode Arabic three or four-letter words. They made good progress in using and applying their knowledge of the sounds that letters make.
- All children learned English as an additional language. The majority of children progressed from using non-verbal gestures to being able to speak with understanding to their teachers' instructions. Older children were able to recognise their names and familiar words. The majority wrote their names, writing from left to right, and a few could copy familiar words.
- In mathematics, most children were able to count up to 20. They were able to accurately count a small group of objects and understood the concepts of more or less. Older children were able to accurately combine and separate between 6 to 10 objects and recognised numerals to 20. The majority could count backwards and forwards to 10 and a few were able to count on from a given number. Most could accurately identify and name simple shapes and basic colours. They could compare and order objects according to size or height.
- When given the opportunity, most children used their senses to explore and investigate. They demonstrated awareness that living things go through a growth cycle. By completing observational drawings, for example of fish and frogs, children developed their understanding of how to record their observations using images and symbols. Their ability to classify and sort was developing well.

Cycle 1

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students had good knowledge about the key principles of faith and worship in Islam. Most students explained the Five Pillars of Islam and were working well above expectations. They were knowledgeable about the prayers and had developed their recitation skills of the Holy Qur'an.
- Most students' listening and responding skills in Arabic as a first language were strong. Most students were able to understand their teachers' everyday Arabic instructions and explanations using familiar and unfamiliar contexts. Their speaking skills were good and most were able to speak about familiar and unfamiliar topics with confidence using standard Arabic with accuracy. Their writing skills were less well developed in comparison to their listening and speaking skills. The majority of students did well in external examinations, such as the National Assessment Program (NAP), and attained levels above the UAE average in writing and spelling, except in Grade 3 where the reading attainment was lower than Dubai and the UAE national averages.
- In English, students' grammatical skills built upon the foundations laid in the Kindergarten. Most students understood parts of speech and were able to use these accurately in their sentence construction, although there were still some areas, such as punctuation, that needed a closer focus. Students were able to read fluently from texts and with understanding and they were also able to scan text to complete sentences with missing words.
- The majority of students in mathematics had well developed skills and understanding of quantity and ordering of numbers. They were able to draw conclusions and make links to previous learning. Most were making steady progress in their understanding of space and using geometrical tools to make accurate measurements. National Assessment Program (NAP) results for Grades 3 and 5 showed a dip from last year.
- Students' attainment in science was above that expected for their age. Most had developed a growing understanding of the world around them and its relevance to their daily lives. They were able to represent scientific concepts with diagrams and use subject specific vocabulary in appropriate contexts.

Cycle 2

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students had a good understanding of Islamic etiquettes such as greeting, respect, and showing appreciation for prophets. Student's skills in the memorisation and recitation of the Holy Qur'an were in line with curriculum expectations. However, a minority of students were able to recite long chapters of Qur'an.
- The majority of students' listening and responding skills in Arabic as a first language were judged to be good. Most of the students were able to understand the teachers' standard Arabic instructions. They were skilled in their application of knowledge using familiar and unfamiliar context such as stories, poems and Qur'an verses. Their reading skills were above the curriculum expectations. Most were able to read poems with accuracy and provided critical analysis of the meanings of studied poem. The majority of students did well in external examinations and attained levels above the UAE average levels in reading, spelling and writing. However, their creative writing skills were less well developed in comparison to their listening, speaking and reading skills.
- In English, most students were able to read fluently and with understanding but their skills in conveying feelings and expression were less well developed. Students enjoyed the opportunities for independent learning, and they were able to assimilate information, presented in a variety of forms, to enhance their knowledge. In Grade 8, students developed an understanding of the writer's craft, and this enabled them to use inference to deduce meaning.
- In mathematics, most students understood how mathematical formulae were derived and knew how to use and apply them. NAP results for Grade 7 and 9 were higher than those in the rest of the UAE. Students ensured that their work was presented in a correct, logical and accurate manner.
- In science, students enjoyed the opportunities to carry out practical investigations and demonstrated their ability to carefully handle equipment and recording outcomes with increasing accuracy. Most had developed good research skills and were able to synthesise their findings to extract the key concepts of scientific learning.

Cycle 3		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, most students could understand and discuss the values of Islam such as modesty, compassion and humility values. However, only a minority of students knew how to apply these values in their lives. Most students showed good knowledge of Seerah and the Prophets' stories such as Prophet Ibrahim and Prophet Youssef. Students needed to develop their understanding of the recitation rules and their skills for applying them correctly.
- Students of Arabic as a first language demonstrated levels of knowledge and understanding that were above expected levels. They were actively engaged and eager participants in applying their creative thinking and ideas to familiar and unfamiliar contexts, such as how they could contribute to the UAE success as a nation. Their reading skills were above curriculum expectations. Most were able to read and research text to extract information with accuracy and provide critical analysis of the meaning of the text they studied. Assessment information and classroom observations showed that the majority of students were making better than expected progress in relation to their starting point. There were some examples of good creative writing but these were too limited.
- In English, all students' progress in speaking enabled them to use both sophisticated and technical language when communicating. Most were able to vary their styles of presentation according to the target audience. Their writing skills had developed to the extent where there were few grammatical errors and they wrote both imaginatively and with feeling.
- In mathematics, students were able to generalise patterns using functions. Most understood and analysed relations and functions using different representations such as ordered pairs, tables, graphs and algebraic expressions. Progress had improved over the last three years, but for the most-able students, progress was restricted by lower expectations from some teachers.
- Standards of attainment in science had continued to improve as evidenced by the students' work in lessons. Most had a good understanding of scientific theory and could apply complex scientific formulae to make accurate predictions such as the path of a charged particle in a changing magnetic field. However, students had not developed the necessary confidence and skills to meticulously plan and execute independent, investigative science.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good	Good	Good	Good



- Children in the Kindergarten and students throughout the school, displayed positive attitudes to learning. They enjoyed opportunities to initiate and take responsibility for their own learning.
- Effective verbal feedback from teachers and from fellow students enabled students to reflect on their work and make improvements. Students worked productively in groups, with individuals taking on the role of leader when necessary. They were able to confidently express their thoughts, opinions and ideas.

- School council representatives, elected by their peers, took pride in the trust bestowed upon them to accurately represent the student body during discussions with senior leaders of the school. Students applied their understanding across curriculum areas. The integrated curricular activities in the Kindergarten, together with the improved access to hands-on learning experiences, enabled young children to relate their learning to the real world.
- Students in a Grade 8 technology lesson used student test data to improve their understanding of spreadsheets and data handling. Well-planned curricular activities nurtured students' curiosity by providing thought provoking, hands-on, exploratory and investigatory learning experiences. These opportunities motivated students to apply their prior knowledge and challenged them to enquire, seek answers to their questions and find solutions to problems.



2. How good is the students' personal and social development?

	KG	Cycle 1	Cycle 2	Cycle 3
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding


- Students' attitudes and behaviour were excellent. They were polite, respectful, courteous, self-disciplined, welcoming, and almost all students demonstrated high levels of maturity and support for each other.
- Students enjoyed school and were very enthusiastic about learning and worked hard in lessons.
- Almost all students demonstrated an excellent understanding of the need to lead healthy lifestyles and made choices accordingly.
- Attendance was outstanding in all phases and students attended lessons promptly.




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

- Students showed a strong understanding of the influence of Islamic values on the modern society they were living in and were aware of the importance of Islam in Dubai.
- Almost all students had a good understanding of the traditions and culture of Dubai and UAE. They described some of the main sporting activities and had a good knowledge about local food and traditional clothes.
- Almost all students fully appreciated and celebrated their own culture. However, there was a limited awareness of the diversity of cultures from around the world in Kindergarten and Cycle 1.

	KG	Cycle 1	Cycle 2	Cycle 3
Community and environmental responsibility	Outstanding 	Outstanding 	Outstanding	Outstanding
<ul style="list-style-type: none"> • Across the three cycles and the Kindergarten, students demonstrated an outstanding commitment and dedication for learning through collaboration and working harmoniously as a school community. • Almost all students had excellent work ethic and were growing as role models, caring for the environment and supporting their community. • Students readily participated as volunteers across the school to serve in community projects, including raising Breast Cancer Awareness in Dubai and cleaning the environment in Ned Al Shiba. They were well aware of the environmental issues affecting them and Dubai. They understood that their contribution to recycling and reduction of pollution started from their own homes and in the school. 				


3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good 	Good	Good	Good
<ul style="list-style-type: none"> • Secure teacher subject knowledge and good pedagogical understanding, across all the cycles, contributed to the good level of students' understanding in lessons, and also impacted positively on the confidence of the learners and their eagerness to ask questions. • Teachers planned lessons thoroughly. Generally, planning provided for a range of tasks within lessons, which not only engaged the students but also contributed to successful outcomes. Teachers used a wide range of resources to support learning. Effective use was made of the learning environment, particularly in the Kindergarten and Cycle 1, where display work was actively used as a tool for learning. • Teachers' interactions with students were strengths throughout the school. The level of positivity within classes enabled the teachers to deliver tasks which were student-centred and increased the opportunities for them to take greater responsibility for their own learning. • Most teachers took into account the needs of both high and low ability students, providing differentiated work which allowed the students to progress at their own pace. However, the needs of those identified as having specific learning difficulties were not always met. • Teachers skilfully used open-ended questioning to promote critical thinking and independent learning. This was particularly evident in Cycle 3 where students were able to present their opinions from an informed standpoint. • Teachers of Arabic as a first language took good account of individual students' needs and systematically developed students' knowledge and skills. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good 	Good 	Good 	Good
<ul style="list-style-type: none"> • The school had a well-designed assessment system, which included regular diagnostic, formative and summative assessments. Students' results from internal assessments were analysed to identify weaknesses in provisions and to modify the curriculum as required. All teachers had access to this information. 				

- Assessment processes were appropriately aligned to curriculum expectations and produced valid and reliable data. The school was at the early stages of using international assessment data to assess students' performance.
- Although, teachers marked students' work regularly, students were rarely required to respond to teachers' feedback. Students' self-evaluation of their work was not a consistent feature across all phases.
- The school participated in the IBT examinations in English for Grades 3, 5, 7 and 9 in November. Results were not available at the time of inspection.
- Teachers' use of analysis of data to plan lessons and address the individual learning needs of students was variable. This feature was strongest in mathematics, Islamic Education and Arabic as a first language.

4. How well does the curriculum meet the educational needs of all students?

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Good 	Good	Good	Good

- The school followed the MoE curriculum and met all statutory requirements. The curriculum provided opportunities for students to experience creative, aesthetic and physical activities.
- Transition between the four phases was smooth and ensured progression. A structured programme was in place to support older students on their career pathway.
- Enrichment was a strength of the curriculum. In the Kindergarten, the MoE curriculum was supplemented by other curricula to add further challenge and improve learning outcomes. Innovative and inspirational work on recycling, in the Science Club, reinforced and built upon the work being done in the laboratories.
- Cross-curricular links were apparent in most lessons linking not only with other subjects but also to the real world. Students were encouraged to think critically within lessons, and opportunities for independent learning and research were plentiful.
- The school had a Curriculum Committee that met termly to review the curriculum and make any amendments identified as necessary. Acting on recommendations in the previous inspection report the committee had responded by making successful changes to the curriculum in the Kindergarten.
- The curriculum for Arabic as a first language developed students' skills and understanding as they moved through the cycles. Older students were motivated to become confident speakers of the standard Arabic language and independent reflective learners.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

- There was limited evidence of any successful adaptation of the curriculum for different groups of students. The individual educational plans developed by the school were too simplistic.
- The curricular options available in the school provided few opportunities for students to choose or study subjects that fulfilled their various talents and interests, especially in physical education.
- There were too few planned or varied extra-curricular activities that enhanced community links or the students' academic development.

5. How well does the school protect and support students?

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school's caring ethos permeated throughout the school. The child protection policy was shared with parents on the school website and had a high profile in the school. Internal safety procedures ensured the safe use of new technologies by blocking students' access to unsuitable internet sites. Students were kept safe when on the school premises by the constant supervision provided by staff, student council members and site security personnel. Arrivals and departures on school transport were well organised. However, a minority of students arriving by car were not safely delivered to the school gates by parents and carers. School safety records were monitored to ensure effective and efficient provision. The medical team was vigilant in their care of all students. They kept detailed and accurate records of identified medical concerns and any incidents. The storage of medicines was secure. The school facilities were maintained in excellent condition and met the needs of the students in the school. The school staff promoted healthy life choices through the curriculum and in partnership with medical staff. Students were given additional information to help them stay active and healthy. The school canteens offered healthy choices of snacks. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Quality of support	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
<ul style="list-style-type: none"> The management of behaviour was successful, and good staff-student relationships had created a positive and supportive atmosphere in all cycles. The management of punctuality was still a challenge for the school with traffic management cited as the main reason for latecomers. The school was not collating a list of late entrants for discussion with parents. The arrangements and strategies to identify students with a wide range of special educational needs were ineffective, and this was evident across all phases. Almost all teachers lacked sufficient information, training or expertise on the kinds of interventions required to address a specific learning or behavioural need. The modification and adaptation of the curriculum content was limited to a few lessons and as a consequence, the progress of students with special educational needs was restricted. School counsellors offered personal advice to students. The school practice of offering specialist and sensitive career advice to students with special educational needs and to their parents required greater attention and focus. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The school was committed to supporting students with special educational needs. However, most staff lacked the expertise and key qualifications necessary to develop a model of good and secure practice so as to ensure that a high level of quality support and intervention would be made available. Almost all staff demonstrated a poor understanding of the KHDA special educational needs categories. A meeting was held with school leaders to review the school's admission policy as certain categories of students were excluded from entry at this time. The board of governors convened to amend the policy during the inspection. Modification and adaptation of the curriculum for students with special educational needs was unsatisfactory in almost all lessons, and teachers' lack of understanding of students' individual needs was a contributory factor. Teachers did not have sufficient information, training or expertise in the kinds of interventions required to address a specific learning or behavioural need. Parental involvement was acceptable and the randomly selected parents that attended a meeting with the inspection team were generally positive. Parents commented that school had made their children feel welcome. Progress made by the identified students with special educational needs in the core subjects was acceptable. However, there was no certainty that all students on the register were placed in the correct KHDA categories. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The senior leadership team provided a clear vision and direction for the school. The care and concern shown by the Principal was reflected in the attitudes of senior leaders and others in posts of responsibility which ensured the well-being of children was their primary concern. Relationships and communications between staff at all levels were frequent and clear resulting in effective teamwork and a shared vision. Almost all leaders led their areas of responsibility well and showed good capacity to secure further improvements. Some were new to post and, like the leadership of the Kindergarten, their impact on student attainment and progress had yet to be fully realised. Through its actions following the previous inspection report, the school had shown its good capacity to improve. Leadership had maintained strengths and brought about improvements over the year. Additional input was needed to ensure that the accurate identification of students with additional needs took place and that they received the academic support they required. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Senior leaders had involved staff in agreeing the school's self-evaluation. Teams had been formed and these comprised of teachers and members of the senior management team. Each team was tasked to look at specific aspects of the schools' performance. The views of parents and students were sought and taken into account. Although, the school had a broad overview of its overall performance, it had been too generous with regard to where it actually was in terms of several performance indicators. • Leaders regularly visited classes to monitor teaching and to assess students' progress and attainment. As a result of these visits, teachers' strengths and areas for development were identified and appropriate training was provided. Although staff monitored student's academic progress, not enough use was made of this information to drive up standards across the phases. The school had failed to take steps to fully identify all students who had special educational needs. As a consequence, some of these students did not get the support they needed. Leaders had failed to put in place programmes and appropriately qualified staff which would have allowed the needs of these students to be fully met. • School improvement planning drew on inspection report recommendations, the National Agenda and the schools' own self-evaluation. The plans concentrated more on when tasks were completed rather than their impact on students' progress and attainment. • The school had addressed the previous inspection report's recommendations and had made some improvements. Significant progress had been made in addressing all the recommendations regarding the Kindergarten. The school had begun to assess students' performance against international standards and to better meet the needs of all students. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • The school had very productive links with parents which involved them fully in their children's education. • There were variety of ways in which the school kept parents in touch with school life. Parents were contacted promptly in the case of unusual absence. Beside the paper based means of communication, the school was increasingly using electronic methods. The school arranged for parents to discuss any concerns with their children's teachers. • The school provided regular meetings and written reports for parents to enable them to discuss their children's progress. Parents were kept fully informed of their children's development. Almost all parents were satisfied with these arrangements. • The school had a number of relevant links with the wider community, including other schools and businesses which impacted positively on the learning experiences of all students. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The Board included a range of individuals with an appropriate spread of backgrounds and experience. • The Board met on a regular basis to review the work of the school and gathered the views of parents through twice-yearly meetings. The minutes of all meetings were circulated to stakeholders. The Board took steps to hold senior leaders to account for the school's performance. • Whilst the governors worked hard to be involved in the day-to-day life of the school, they had not taken account of current regulations affecting arrangements for students with special educational needs. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Day-to-day running of the school was very effective. Lessons began and ended promptly, and both staff and students moved around the school safely and in good order. Older students provided good support to staff and assisted with supervision. • Staff were deployed according to their experience. Specialist subject teaching staff used learning resources regularly in lessons in the Kindergarten and in Cycle 1 to help students to learn more effectively. • The premises and facilities were clean and safe. Kindergarten and Cycle 1 classrooms in particular provided a colourful learning environment. Classrooms were of a good size, and resources were plentiful. • The school had invested well in learning technology resources which were being used around the school to good effect. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	183	12%
	Last year	242	19%
 Teachers	61		39%
 Students	407		80%

- Overall, responses to the surveys indicated satisfaction with the quality of education in the school.
- A minority of parents felt that their children were not making good progress in acquiring English language skills.
- Almost all parents and teachers felt that children were safe in school.
- A quarter of parents and half of the students thought that the range of subjects and activities offered was too narrow. A significant minority of parents felt that the range of clubs and extra-curricular activities were too limited, that careers advice for their children could be better and that the school did not have effective cyber-safety arrangements.
- Almost all teachers believed that students were happy in the school and that most students behaved well.
- Most students thought that they made good progress in all subjects and thought that their teachers were skilled and helped them to learn well.
- A small minority of parents expressed the view that the school did not seek or listen to their views.
- Most parents expressed satisfaction with the leadership of the school.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae