

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



**Inspection Report
2018-2019**

**AL MAWAKEB SCHOOL
- AL GARHOUD**

11 YEARS OF INSPECTIONS

Good



























Curriculum
US



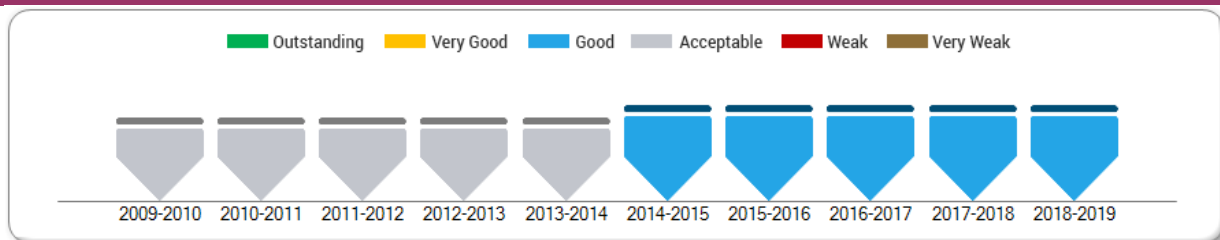
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1979
	 Website	www.almawakeb.sch.ae
	 Telephone	0097142851415
	 Principal	Omar Hatoum
	 Principal - Date appointed	2/27/2017
	 Language of Instruction	English, Arabic
	 Inspection Dates:	18 to 21 February 2019
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2548
	 Number of Emirati students	361
	 Number of students of determination	112
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	168
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	15
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	1
	 Teacher turnover	18%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT, AP
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for AL MAWAKEB SCHOOL - AL GARHOUD



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

- Across the school student achievement is mainly good. The very good exceptions include: progress of Arabic speakers in the middle school; attainment and progress in mathematics in the middle and high schools; English in the high school, and progress in science also at the high school phase. Learning skills are good in all phases but are particularly well-developed in mathematics in the high school.
- The personal and social development of students is a strength of the school and continuing to improve. Students show very positive attitudes to others and to their work. Their understanding of Islamic values and Emirati culture is very well-developed, particularly in the high school. Staff and students are effective in initiating a wide range of activities which nurture students' social responsibility and innovation skills.

Provision for learners

- The overall quality of teaching in lessons is good. Teaching is stronger in the high school, especially in mathematics, where some very good or outstanding lessons are seen. Staff have been working successfully to improve the way in which they use assessment data to prepare lessons to meet the needs of different groups of students. The school recognizes that this is still an area for further development.
- The curriculum is designed well and is adapted to an adequate degree to meet different learning needs. It is well aligned with the requirements of US Curriculum Schools in terms of electives and career guidance. Progression and continuity are built in effectively, as are links to UAE culture. Cross-curricular links are a strength.
- Staff implement the school's suitable arrangements for health and safety effectively. Provision for students of determination has now improved to a good level overall although there are still areas requiring further improvement. The overall quality of care and support for students is good. Additional staffing has helped the school to improve even further the guidance it offers for students in the school.

Leadership and management

- Leaders work together very well and provide secure educational leadership. They carry out school self-evaluation effectively and the results, which are mostly accurate, are used to draw up improvement plans. A few attainment judgements, several areas of personal and social development, and provision for students of determination, have improved since the last inspection. Governance and the quality of management, staffing, facilities and resources continues to be of a good standard.

What the School does Best:

- The school develops students' attainment and progress in English and science very well in the high school and in mathematics in the middle and high schools.
- Students make rapid progress in their personal and social development, some aspects of which are outstanding, including their relationships and concern for others.
- Lessons in the high school are consistently of a high quality and promote strong learning skills, particularly in English and mathematics.
- The approaches to health, safety, care and support, including those for students of determination, are implemented well.
- Teamwork among senior and middle leaders is a positive feature of the school, and has led to improvements in elements of the school's work.







Key Recommendations:

- With the aim of improving attainment and progress, build on the success being made with the use of assessment to provide greater consistency in differentiating lessons to meet the needs of all groups of students.
- Complete the implementation of the new curriculum, with appropriate professional development for staff as required, and ensure careful monitoring of its impact on students' attainment and progress.
- Support all teachers to implement fully the targets and modifications that are set out in the individualized education plans (IEPs) for students.
- Improve self-evaluation procedures by:
 - formalizing the governing body's process for gathering and taking account of parental views
 - evaluating more accurately the quality of the school's work, particularly in relation to the quality of teaching.

Overall School Performance

Good

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	Good	Good
	Progress	Not applicable	Good	Very good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Very good ↑	Very good
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good
Learning skills		KG	Elementary	Middle	High
		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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 (N.A.P.) targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's progression in international assessments is approaching expectations.

- The school exceeded its 2015 targets in the PISA tests in mathematics, science and reading. In mathematics and science these scores were further improved in the 2017 PISA-Based Test for Schools. Similarly, in the TIMSS 2015 examination for Grades 4 and 8, the targets were exceeded in mathematics and science. Results in the MAP benchmark tests from Grade 3 to Grade 9 have improved. The most recent results when averaged across grades follow a pattern of weak in elementary, and good or very good in the middle and high in English, mathematics and science.

Impact of leadership meets expectations.

- The school's action plan for implementing the National Agenda is appropriate. Senior leaders have ensured that the overall judgements of attainment and progress remain good or very good. Attainment in the N.A.P. tests have improved but there are still some areas of weakness. Senior staff analyze assessment data and use the results to improve the curriculum. However, the impact on teaching and learning is less secure.

Impact on learning meets expectations.

- Students' learning skills are, overall, at a good level. They are particularly well-developed in the high school and especially in English and mathematics. When given opportunities, students can think critically and carry out enquiries and research using technology. Many out-of-class activities help to build students' learning skills to complement the development in lessons.

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

For development:

- Build on the improvements with the use of assessment to ensure that teaching helps students to improve their outcomes in the MAP tests.
- Enhance the development of students' skills in critical thinking and the use of technology for enquiry and research.

Reading Across the Curriculum

- The school uses high quality, standardized assessments of reading which are analyzed and beginning to support the development of reading across the school.
- The majority of students are aware of key reading strategies and know how to analyze texts across a variety of genres and purposes. Students' critical reading skills are strong in the high school.
- The school does not yet have a comprehensive and strategically-planned library program that is effectively linked to all aspects of the curriculum, teaching and learning.
- Senior leaders are committed to the development of a whole-school reading program, and have appointed a fully qualified reading coordinator to support this area of the school's work.

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

For development:

- Establish a whole-school reading program that effectively supports the development of students' lifelong reading skills across the school.

UAE Social Studies

- The social studies curriculum promotes enjoyment and challenge. Skillful planning supports students' academic and personal development while deepening their understanding of UAE values and traditions.
- Students consider global issues and discuss them in thoughtful and sensitive ways, respecting the views of others. The developing e-learning resources are enhancing students' research skills.
- Students show well-developed communication skills as they describe developments in the UAE. They make connections between past and present and can explain why changes took place.
- Most students make good gains in knowledge, skills and understanding in their lessons. They make links with their prior knowledge and apply new skills through discussion and presenting their work to others.

The school's implementation of the UAE social studies program is meeting expectations.

Innovation

- Evidence of students being creative, reflective and independent in their learning is most often seen in English and mathematics lessons.
- Students benefit from many activities that encourage them to be innovative, such as the well-being committee initiated by students is helping them to add social benefit to school life.
- Teachers are increasingly innovative in using graphic organizers to help students to think more deeply, technology to do regular assessments of students' understanding of new concepts, and assessment data to set goals with students.
- The range of extra-curricular activities and clubs is extensive, allowing students to be more creative, entrepreneurial, and display leadership skills.
- Leaders are encouraging and supporting teachers and students to be innovative and in developing a culture of innovation in the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The rate of students' progress and levels of attainment are, on the whole, uniform across the school. In the high school, students demonstrate levels of Islamic understanding that are more secure than in other phases. Most students understand the efforts of the UAE government in distributing charity and spreading tolerance in the world.
- High school students' have a secure appreciation and knowledge of the importance of financial transactions and use of social media. In other phases of the school, students have a good knowledge of Islamic morals, including the importance of personal cleanliness, fasting and the Pillars of Islam.
- Most students can explain the stories from the Holy Qur'an, such as the story of the Prophets Sleman and Al Hudhud. Recitation skills of the Holy Qur'an are underdeveloped.

For development:

- Develop the skills of Holy Qur'an recitation across all phases of the school.

Arabic as a First Language

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

- The attainment of students in the lower grades of each phase is slightly stronger than the upper grades. Students in the middle school are making more rapid progress with their language skills than elsewhere in the school. Girls' attainment and progress are slightly better than that of the boys, especially in high school.
- Across the school students have good listening, speaking and reading skills. However, their skills in writing, especially creative and extended writing, are less well-developed due to limited opportunities for practice.
- New school initiatives to promote reading and writing have started to develop students' skills. However, these are at an early stage of implementation and have not had sufficient impact in addressing gaps in all of their language skills.

For development:

- Modify the curriculum and adopt more effective teaching strategies to meet the learning needs of all groups of students.
- Ensure that all teachers use valid assessment data to plan and implement activities which will support the linguistic needs of individual students.

Arabic as an Additional Language

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

- Students' attainment in lower the elementary and middle schools is slightly better than that in the upper grades of these phases. Girls make better progress than boys, but overall students' attainment and progress are uniform across the school.
- Students' listening skills are the strongest skill although a majority of students have good reading skills when reading familiar and pre-learned texts. Speaking skills are well-developed although some students do not speak with confidence. Students' abilities in writing, especially independent writing, need further development.
- Teachers are starting to use technology to provide more engaging activities in lessons. However, lack of skillful modification means that students of differing abilities do not always develop their language skills as rapidly as they should.

For development:

- Improve students' independent writing skills and confidence in speaking by providing appropriately and challenging opportunities for practice.
- Use reliable and valid assessment data more effectively to provide appropriate linguistic support for lower attaining students.

English

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

- In the Kindergarten, children's listening, speaking and writing skills develop well. This good progress is maintained through the elementary and middle school phases. A large majority of students in the high school make progress to mastery levels.
- Students in elementary school have well-developed, knowledge of grammar and are able to read and make inferences from texts. In the middle and high schools, skills in textual analysis are well-developed. High school students are skillful in comprehension, making oral presentations and writing their own individual work with careful attention to drafting and editing.
- The use of discovery centers and structured writing assignments to challenge students is beginning to have an impact on students' language skills. The Advanced Placement English class offers additional challenge for older students whose goal is university entrance.

For development:

- Share the best practice of the high school to ensure that higher proportions of students in the elementary and middle phases also reach mastery levels.

Mathematics

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

- Students have a very well-developed understanding of mathematics in the middle and high school phases; this is reflected in internal assessment results. In the elementary phase, only a majority of students reaches mastery in curriculum standards. However, MAP and SAT results show improvement over time at all phases. SAT and Advanced Placement results are very positive.
- Kindergarten children have a secure understanding of number and shape. In elementary, MAP data indicates uniform attainment in calculation, geometry and data handling. A large majority of students in middle and high schools show mastery levels in algebraic skills. High school students also have very strong skills in calculus.
- In most areas of the school, students have strengths in solving real-life problems. Careful analysis of external data by teachers in targeting areas of development, is leading to improvements in achievement for more students.

For development:

- Challenge more-able students in their learning and increase the proportion of students attaining mastery in curriculum standards at the elementary phase.

Science

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

- Attainment and progress as seen in internal and external tests, lessons and students' work, are above age-related standards for the majority of students. In the high school, a large majority of students progress to mastery levels.
- In Kindergarten, children acquire basic scientific vocabulary and knowledge, but skills and understanding are slightly less well-developed. Across the phases, practical skills of measuring, recording and reflecting on scientific data are generally good. Skills in independent investigation and exploring scientific concepts individually are less well-developed.
- The majority of students make meaningful connections in their learning through the STEAM program and the interdisciplinary projects which recognize the relevance and the applications of science in everyday life. These activities are leading to steady progress in practical skills, particularly in the high school.

For development:

- Increase students' skills in independent scientific investigations by giving them more practice and support in this respect.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Overall, students' learning skills are well-developed. Kindergarten children enjoy learning in a range of situations. Students across the school work well together. High school students often show strong learning skills, particularly in English and mathematics, where they think critically and contribute to discussions.
- Enquiry and problem-solving skills are evident in middle and high school mathematics lessons, and students regularly link their learning to real-life situations. The majority of students take increasing responsibility for their learning, but not all students are aware of their individual strengths and weaknesses. Consequently, they do not consistently plan independently for the next stages in their development.
- Students' use of technology to drive their research and independent learning skills is more advanced in the high school. In the elementary school, research and enquiry skills continue to be less firmly developed.

For development:

- Ensure that students across all phases and subjects have regular access to learning technologies to enhance their research and enquiry skills.

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

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

- Across all phases of the school, students have very positive attitudes and behavior. This is evident in the middle and high schools, and particularly in the girls' classes, where they display a keen sense of maturity and self-reliance.
- Students demonstrate responsible attitudes and are sensitive and caring to the needs of others. They are supportive of each other and sustain very good relationships with their peers and staff in the school. Students have a firm understanding of how to ensure a safe and healthy lifestyle and make appropriate and informed choices regarding their own health.
- Attendance levels are very good, but students, and especially boys, do not always arrive on time in the morning.

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

Very good

Very good

Very good

Outstanding ↑

- Students have a clear appreciation of Islamic values and how they influence contemporary UAE society. They listen to the Holy Qur'an in assembly and apply the principles of Islam, such as, co-operation, respect and protection of the environment, during lessons and recess. These aspects are particularly strong in the high school.
- Students are knowledgeable and appreciative of the heritage and culture that underpins and influences contemporary life in the UAE. All students repeat the national anthem, respect the traditions of UAE, and participate in religious occasions and in a range of cultural activities.
- A clear understanding, awareness and appreciation of their own cultures and of countries such as, Egypt, Syria, Lebanon and Armenia, are demonstrated by students in the school. However, their knowledge of other world cultures is less secure.

Social responsibility and innovation skills

KG

Elementary

Middle

High

Very good

Very good

Outstanding ↑

Outstanding ↑

- Students participate in a wide range of clubs and community service events. The Model Federal National Council is an innovative project, one of many which helps students to take on leadership roles. Examples of students being innovative and initiating developments are more common in the middle and high school phases.
- Students are very aware of environmental issues facing Dubai and the UAE. They are able and eager to discuss world-wide threats of global warming, food shortage and air pollution as well as the UAE's and global sustainability projects to address them.
- Students are knowledgeable regarding Dubai's economy. They have a strong understanding of how Dubai is transitioning from an oil-based economy to a tourism economy. and the impact this change will have on their local and national communities.

For development:

- Support students to develop a wider and deeper understanding of global cultures.
- Provide more age-appropriate opportunities for children in the Kindergarten and elementary students to engage in activities that will benefit the school and the local community.

3. Teaching and assessment

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

- Teachers' questioning of students to promote their higher-order thinking skills is very effective in English and mathematics in the high school and in middle school mathematics. Overall however, effective questioning is not a consistently strong feature of teaching in all subjects and phases in the school.
- All teachers form positive relationships with students. In the Kindergarten, teachers use good quality resources and plan for children to be active learners. With the exception of the high school, teachers do not always provide effective strategies to develop students' independent learning skills.
- Although differentiation in lessons has been a school focus for improvement, a minority of teachers are still insecure in applying this successfully in their lessons. This is because assessment information is still not being used consistently to match tasks and activities to meet the learning needs of different groups of students in all subjects.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Kindergarten teachers have secure procedures for internal assessment. In other phases, teachers use internal and external tests effectively to measure students' progress and attainment.
- Leaders use assessment information to bring internal assessment standards into line with the requirements of external tests such as MAP, TIMSS and PISA. The gap between external and internal assessment results is closing. Teachers' assessment and feedback in lessons, though good overall, is variable across subjects and phases.
- Staff have been developing their use of CAT4 and other assessment data to plan modifications to the curriculum and lessons to challenge and support all students effectively. They have had some success in this, but still do not always match tasks to the needs of the lower and higher-attaining students.

For development:

- Ensure that assessment information is used more skillfully, to modify lessons to meet the needs of all the different groups of students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is well designed at all phases. The school has adopted the Massachusetts Common Core standards and has almost completed implementing them. The curriculum is balanced and compliant with regulations.
- The school offers a wide array of elective courses for students in Grade 9 and above. Advanced Placement biology, English and calculus are available for students seeking a greater challenge.
- Teachers frequently highlight cross-curricular links to enrich students' understanding and to enable them to see the inter-relationships that exist in the real world. Implementation of the Next Generation Science and updated special area curricula is not fully completed.
- Moral education is taught weekly in stand-alone lessons from Grade 1 to Grade 12. A wide range of resources and approaches to assessment are used to support learning and achievement.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- Curriculum modifications to meet the learning needs of different groups of students are of varying quality with some groups being supported better than others in lessons.
- The curriculum offers a wide range of opportunities for enterprise, innovation, creativity and social contributions. A wide range of extra-curricular activities for all students complements and enhances their academic and personal development.
- The study of the Emirati culture is pervasive throughout the school community, enabling students to develop a broad understanding of UAE culture and society. Students appreciate the UAE heritage and join in various celebrations throughout the year.
- Students in the Kindergarten receive 30 minutes of Arabic instruction per week.

For development:

- Ensure that modifications to lessons to meet the needs of all groups of students are planned and implemented consistently well.

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

- School policies and procedures are appropriate and implemented by staff very effectively to ensure the protection and safety of all students. Parents, teachers and students are aware of the child protection policy. Students' awareness of healthy lifestyles is well-developed.
- Qualified medical staff monitor the health of the students. Maintenance and facilities staff ensure that the buildings are kept clean and well maintained. The school keeps accurate records of reported deficiencies, which are addressed promptly.
- The school's sports playground is not fully securely fenced, but arrangements have been made to address this risk. Risk assessment procedures for internal and external events have been recently updated to ensure students' safety. The school meets all legal and regulatory requirements, including emergency evacuation drills. Safety procedures for school transport are carefully monitored.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Students and staff have positive and respectful relationships, and staff implement the school's comprehensive and effective behavior management system well. The school is successful in promoting attendance, but many students arrive late for the morning assemblies and miss the celebrations of culture and consideration of social issues.
- Under new leadership in the inclusion department, students of determination are being identified and supported well in the elementary, middle and high schools. This is in process in the Kindergarten. Systems to identify students with gifts and talents are being developed.
- Counseling and guidance staff support for students has been augmented, and students' well-being and personal and academic development are being monitored effectively. Older students benefit from helpful career counselling and information regarding the college application process and university options.

For development:

- Implement an effective system to promote and ensure punctuality for all students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The restructuring of leadership roles and the addition of highly qualified staff have ensured that the clear vision for inclusion continues to be promoted throughout the school. The specialist team is enhancing the quality of provision for students of determination.
- Identification procedures are not always precise or carried out at the earliest opportunity when children start school. As a consequence, intervention plans are not always targeted accurately or successfully implemented.
- The specialist team values the partnership with parents and the support that parents provide for their children's educational programs. Parents are kept fully informed of their children's progress and welcome the guidance and training they receive to help support their children outside of school.
- The implementation of curriculum modifications for students of determination are inconsistent and of varying quality across grades, which at times hinders those students' development of understanding and skills.
- Staff care and support for students enables them to develop independence, resilience and confidence in their abilities. When given access to differentiated approaches to teaching, along with the effective work of the inclusion team, students make good progress overall.

For development:

- Ensure that procedures for the early monitoring of children's needs on entry to Kindergarten are implemented so that appropriate interventions can be made promptly.
- Develop the processes for the identification of, and provision for, students with gifts and talents.

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

Good

- The principal works very well with other leaders, and this teamwork is leading to steady improvement in recent years. Morale is high. A culture of inclusion and commitment to the UAE National Agenda is well established. Innovation is developing well. Students' personal and social development is very important to the school, and high standards have been maintained or improved further. Middle level leaders are working hard with some success to develop student achievement.
- School leaders apply a range of suitable approaches to gathering information and evaluating the school's performance. They have improved their analysis of data. They observe lessons and give helpful feedback to teachers. However, their judgements are sometimes too positive and do not always evaluate the impact on students' progress. Improvement plans take account of school self-evaluation findings and have led to a few enhancements in outcomes for students.

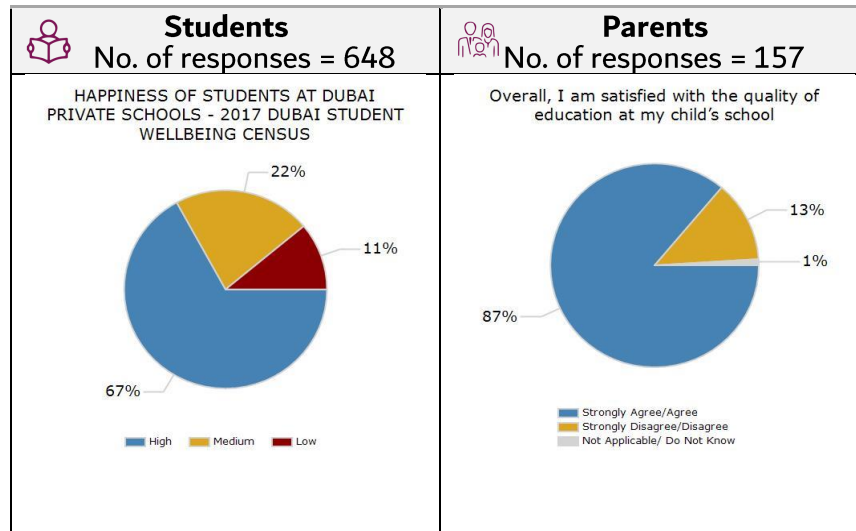
- Communication with parents is effective. They gain an understanding of their children's achievement and areas for development through parents' meetings, progress reports and report cards. Although there is no formal mechanism for seeking parents' views on school improvement, parents are actively involved in their children's education. They speak highly of the support they receive, especially for students of determination. Links with communities are effective and contribute positively to students' academic, personal and social development.
- Governors gather the views of parents in informal ways. There are no parents on the governing body. The chief academic officer (CAO) for the AMSI group of schools has regular communication with the school, exercises accountability and has a good knowledge of the quality of the school's work. She is successful in encouraging leaders to value students' personal and social development. Support for improving academic achievement has been successful at the high school but less so in other phases of the school.
- The management of the school procedures and routines is effective, and lessons and activities are carefully organized and supervised. The school is well staffed, and leaders are working towards all teachers holding an appropriate qualification in education. The premises and facilities are of a good quality and a 'Bring Your Own Device' policy has recently been introduced. The impact of this initiative is in its early stages of development as a majority of students continue to have irregular access to technology in lessons.



For development:

- Improve the accuracy of judgements about lessons by focusing on the impact of teaching on the attainment and progress of all groups of students.
- Target staff development activities appropriately to address any shortcomings.
- Provide a more formal and systematic approach to seeking the views of parents.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> The views of students who responded to the survey are very positive. Almost all students consider that they are safe in school and most feel a sense of belonging. Almost all students feel that they are fairly treated. The views of Emirati students are similar to those of their peers across Dubai. A few students say that there is victimization at times.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education at the school. They think that school leaders and staff listen to their views and act upon them. Almost all feel that their children are kept safe in the school. However, almost one-quarter do not think that teachers have helped their children to develop skills to learn effectively.

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