

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

Inspection Report 2018-2019

Al Ittihad Private School

11 YEARS OF INSPECTIONS

Good



























Curriculum
US



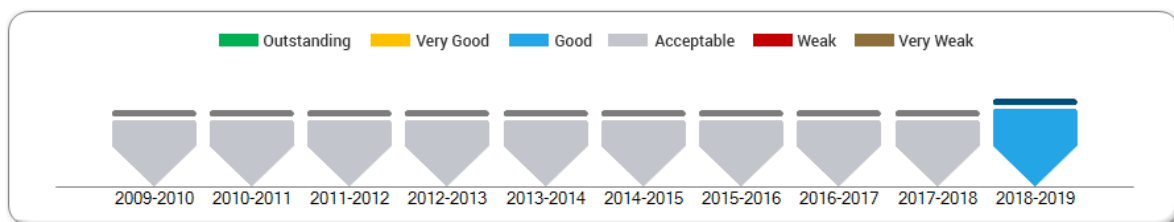
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School Information

General Information	 Location	Al Mamzar
	 Opening year of School	1978
	 Website	www.ipsmamzar.com
	 Telephone	042966314
	 Principal	Mrs. Amna Mohamad Rafi
	 Principal - Date appointed	10/1/2012
	 Language of Instruction	English
	 Inspection Dates:	18 to 21 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1859
	 Number of Emirati students	1462
	 Number of students of determination	68
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	132
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	27
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	1
	 Teacher turnover	18%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT, EMSAT, PSAT, MAP
	 Accreditation	CIS, NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for Al Ittihad Private 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' progress in almost all subjects is now good or better. Achievement in Islamic education continues to be better than in the other subjects. Students' achievement in all subjects is hindered by weaknesses in their language and reasoning skills, in both Arabic and English.
- Students' understanding and awareness of Islamic values and how they apply to their own culture is outstanding. The overall atmosphere of the school is calm, and students are courteous and respectful. A significant number of students continue to arrive late to school.

Provision for learners

- Teaching is now good across all phases of the school but is more consistent in the Kindergarten (KG) and high school. The new teaching approaches introduced this year in the elementary and middle schools, are more effective in supporting students' progress. There are inconsistencies in the approaches used to support students who are learning in a language that is not their mother tongue.
- The school curriculum is this year more closely aligned to the California State Standards and the Next Generation Science Standards. Islamic education and Arabic are aligned to the curriculum of the Ministry of Education (MoE). This is supporting students' progress. Adaptations of the curriculum do not fully meet the learning needs of all students, especially those completing their high school diplomas.
- Arrangements for health and safety, and safeguarding are strong in all phases of the school. The school provides a caring environment. The additional personnel deployed in this area are providing more effective support for students' overall well-being.

Leadership and management

- The new senior leadership team, with support from middle leaders, is beginning to have an impact on students' outcomes. The processes for driving change lack the cohesion needed to improve the school. The owners and governing board are actively seeking to appoint a new principal to lead the school.

What the School does Best:

- Students' progress in almost all subjects and phases is at least good.
- Students' understanding of Islamic values and their awareness of Emirati culture is outstanding.
- Teaching for effective learning is good in all phases.
- Health and safety, and procedures for child protection and safeguarding are very good or better across the school.
- Parents' support for the school is positive.







Key Recommendations:

- The owners and governing board should:
 - appoint a new principal at the earliest opportunity to ensure that the current momentum for improvement is maintained
 - provide leadership training for all senior and middle leaders
 - ensure that senior leaders accurately identify and prioritize strategies for improvement across all phases of the school.
- School leaders should ensure that:
 - all school improvement plans are based on accurate assessment information and specify measurable goals that are related to students' outcomes, over specified time periods
 - the impact of approaches to improve students' outcomes are accurately evaluated and inform checks on the effectiveness of all leaders.
- Develop consistent teaching and learning approaches across all subjects and all phases, to effectively support students' outcomes, particularly of those learning English as an additional language.
- Ensure that the identification of students' learning needs is accurate, and that the support and curriculum adaptations meet those needs.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Very good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good ↑	Acceptable	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	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good ↑	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ↑	Good ↑
 Science	Attainment	Good	Good	Good ↑	Good
	Progress	Good	Good	Good	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	Good	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	Good	Good	Good	Good

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership			Acceptable	
School self-evaluation and improvement planning			Good ↑	
Parents and the community			Good	
Governance			Acceptable ↑	
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 (NAP), 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:

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

meets expectations

- Progression in N.A.P. testing is judged to be very good overall. Although there has been some improvement, there remains significant weakness in attainment in English, mathematics and science. The Trends in International Mathematics and Science Study (TIMSS) results show very good progression in Grade 4 science, whilst progression in Grade 4 mathematics and Grade 8 mathematics and science is acceptable. The decline in the Progress in International Reading Literacy Study (PIRLS) scores since 2011 indicates a weakness in reading and comprehension. Comparisons of students' test results with measures of their cognitive potential (CAT4) show that their performance is well above their potential.

Impact of Leadership

meets expectations

- School leaders support the vision and goals of the National Agenda. Action planning specifies processes for monitoring and measuring students' outcomes. Targeted modifications have aligned the curriculum more closely to the TIMSS, PISA and N.A.P. assessment requirements. Not enough use is made of assessment information to guide teaching.

Impact of Learning

is approaching expectations

- Although there is a lack of consistency in teachers' understanding of critical thinking, stronger critical thinking skills are beginning to develop across the school. Because research skills are not taught systematically, students' investigative skills are underdeveloped. The scientific method is not sufficiently embedded to support the development of critical thinking and research skills in science.

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

For development:

- Develop students' confidence in both CAT4 and Measures of Academic Progress (MAP) testing to ensure the results obtained reflect their true academic potential and achievement levels.
- Ensure that teachers make full use of assessment information in lesson planning to better meet the learning needs of all students.
- Ensure that the scientific method and challenging research projects are established across all phases to make critical thinking an embedded feature of learning for all students.

Reading Across the Curriculum

- Reading outcomes in Arabic and English are beginning to improve. Students have frequent opportunities to read in subjects such as mathematics and science.
- The majority of students are motivated readers, who are aware of their reading levels. Text analysis workshops support the development of higher-order reading strategies.
- The impact of the library program is limited by the restricted access to the libraries and their uninviting nature does little to promote a love of reading. The KG lacks suitable reading material.
- Reading across the curriculum has been embraced by the whole school. Most teachers are aware of the importance of implementing reading development strategies.

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

For development:

- Enhance the school libraries by improving the quality and range of reading materials and by improving their ambience and accessibility.
- Especially improve the provision and quality of books in the KG.

UAE Social Studies

- The well-developed social studies curriculum is taught by specialist teachers in Arabic up to Grade 9 and in English thereafter. The range of resources include field trips, such as visits to a bio-farm.
- Students enthusiastically engage in lively discussions, sharing their experiences and knowledge. They collaborate productively. Their critical thinking is developing.
- The majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. They have a well-developed understanding of their UAE heritage.
- Assessment information shows that most students make the expected progress in relation to their starting points and the curriculum standards.

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

Innovation

- Children in the KG have more opportunities to apply innovation and creativity to their learning. In other phases, learning activities are more structured, and choices are reduced.
- Students develop a strong sense of social responsibility. Both inside and outside the school, they participate in a variety of projects of benefit to the community.
- The use of questioning by teachers is helping to promote critical thinking and problem-solving. Projects in core and elective subjects help to develop students' innovation and enterprise skills.
- The curriculum is designed to provide opportunities to explore innovation through a range of electives and projects. This work is supported by the school's innovation champion.
- Leaders' planning to promote a culture of innovation is rudimentary. There is a developing understanding of what is required to improve both the school and students' achievement.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The attainment of the majority of students is above curriculum standards. High school students have a strong understanding of the Holy Qur'an. In the middle school, students' understanding of the verses is less developed, as are students' recitation skills in the elementary school.
- Elementary school students have a strong knowledge of Islamic etiquettes, Islam and Iman pillars, prayer names and timings, relevant Seerah of the Prophet Mohammad (PBUH) and short verses. Middle school students have a deep understanding of Islamic values, such as tolerance.
- Students' increased use of digital technology for research, together with improvements in teaching and the use of assessment, has accelerated progress in the high school. These students demonstrate a deeper understanding of the Islamic rules for marriage and divorce.

For development:

- Improve students' understanding of the Holy Qur'an verses in the middle school and the recitation skills of the elementary school students.
- Accelerate students' progress by enriching the learning environment, through the use of digital technology for research, in the middle and elementary schools.

Arabic as a First Language

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

- Students in the high and elementary schools make better than expected progress because all their language skills are well developed. Students in the high school demonstrate good communication and writing skills. Inappropriate levels of challenge in lessons affect progress in the middle school.
- In the KG and lower elementary school, students can draw letters correctly and copy paragraphs, without mistakes. In the upper elementary school, students are beginning to write independently. In speaking, almost all students use formal Arabic. This is especially well-developed in the high school.
- The most significant area of improvement is students' speaking and writing skills, especially in the elementary and high schools, where students are benefiting from effective teacher guidance through the marking of their work.

For development:

- Ensure that teaching and learning approaches are matched to students' needs, especially in the middle school.

English

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

- The better attainment and progress in the KG and the high school are the result of consistently good teaching. In the single gender classes, the girls consistently perform at higher levels than the boys. This has contributed to the improved progress in the middle school.
- Children in the KG quickly develop strong speaking and listening skills, and their ability to communicate enables them to progress well in the early elementary grades. In the upper elementary grades and beyond, reading develops less rapidly than language usage.
- Recent initiatives to improve reading and writing are accelerating the skills of students for whom English is an additional language. However, the attainment of many students in the middle and high schools, who have not benefitted from these initiatives, remains below grade level expectations.

For development:

- Improve students' language skills, especially those of boys, through the use of teaching approaches that are suited to learners of English as an additional language and by providing a higher level of challenge.

Mathematics

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

- In the elementary school, most students are eager to learn. They demonstrate reasonable numeracy and problem-solving skills. Students in the upper grades in the high school have a genuine interest in mathematics. They are beginning to relate and apply their knowledge in real world contexts.
- In all phases, students are improving their understanding of geometric concepts and reasoning. In the elementary school, these are aligned to the curriculum standards. In the middle and high schools, it is woven into students' course work to fill identified gaps.
- Students in all phases are beginning to benefit from the use of assessment rubrics that emphasize knowledge, application and reasoning. However, there is inconsistency in the assessment and monitoring of students' progress.

For development:

- Improve the consistency of the assessment, tracking and recording of students' attainment and progress.

Science

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

- Science taught through real world contexts supports good achievement. In all phases, internal assessment information is considerably stronger than external assessment results. A greater focus on reading and language skills, and on precise scientific vocabulary, allows older students to have better access to the curriculum.
- In the KG, children observe their world by experiencing hands-on science. Elementary school students learn through practical applications. Middle school students use digital technology well to support their learning. In the high school, students enjoy the challenge of more complex science lessons.
- Opportunities for students to discuss and explain their learning help develop their confidence and understanding. However, insufficient engagement in investigative practical work delays the development of students' inquiry and research skills.

For development:

- Ensure inquiry, investigation and research skills are fully embedded in the curriculum at all grade levels.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good ↑	Good	Good

- Most students, across all phases, are motivated and engaged in lessons. They can work independently and collaborate well with their peers. Students' ability to take responsibility for their learning varies, often by gender. Their knowledge of their strengths and how to improve their work is beginning to develop.
- Children in the KG regularly apply their learning in different contexts. In the other phases, students make strong links to other subjects, their culture and their beliefs. Most students are becoming confident presenters who can express themselves clearly.
- Problem-solving, research, inquiry and critical thinking are developing features of many lessons. Students' use of digital technology is increasing in the middle and high schools, but currently it is mainly used for low level tasks.

For development:

- Extend the use of digital technology to include more challenging learning activities.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Very good

- Most students are confident and sensitive to the needs of others and display positive attitudes to their learning. Students, particularly the girls, are respectful and cordial across all the phases. Students in the high school serve as positive role models for younger students.
- Girls' behavior is generally better than boys', particularly in the middle school, where boys do not show the same high levels of self-discipline. Student-staff relationships are respectful and considerate. Students willingly help each other inside the classroom and beyond.
- The adoption of healthy lifestyles is developing. The majority of students make healthy choices in what they eat and understand how to be safe. Attendance in all phases is below expectations, and a significant number of students continue to arrive late to school.

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

- Students across all phases demonstrate an excellent understanding and appreciation of Islamic values, consistently practice them in school life and understand their relevance and impact on the community. This is evident in their projects, competition awards and Islamic celebrations.
- Most students demonstrate a deep understanding and a full appreciation of the UAE and other world cultures. They can talk in detail about their cultural exchange activities with schools and universities from other countries and show excitement when talking about their celebration of National Day and International Day.
- In the KG, children develop a strong knowledge of the importance of Islamic values. This is reflected in the displays of Islamic and Emirati cultures in the classrooms and corridors. Students proudly sing the UAE National Anthem during the morning assemblies.

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

- Students develop a strong sense of community and social responsibility. To fulfill curriculum requirements, all high school students complete up to 250 hours of work placement and community service. This has a strong impact on the life of the school and the wider community.
- The student council members display a sense of responsibility and willingness to contribute to decision-making. They are innovative and effective advocates for their peers. Many students initiate, organize and lead activities, both within the school and the wider communities.
- Students show responsibility in caring for their school environment. They have a strong awareness of environmental issues and can discuss local and global environmental challenges. However, there is less evidence of student-led enterprise initiatives across the school.

For development:

- Increase opportunities, in all phases, for students to take leadership roles, especially in relation to enterprise and entrepreneurship.

3. Teaching and assessment

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

- Most teachers have good subject knowledge and generally understand how students learn. Not all teachers understand how to best teach learners of English as an additional language. An appropriate school-wide emphasis on the teaching of vocabulary is improving students' understanding in each subject.
- Lesson planning has improved and now includes reference to curriculum standards and the needs of different groups of students. Most teachers plan a range of interesting activities that engage students fully. Classroom environments from the KG to Grade 3 are attractive and support students' learning well.
- Although, teachers are consistently planning to meet the needs of different ability groups of students, the level of challenge and support is not always appropriate. Opportunities for students to develop higher-order thinking skills are included in most lessons.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- Internal assessments in most subjects align well with the California State Standards and Next Generation Science Standards. However, these data do not match external assessment information that is significantly weaker. Analyses of assessment information enable the identification of curricular gaps and trends in attainment and progress.
- Assessment information is analyzed well to identify strengths and weaknesses in students' performance. However, this information is not used consistently in all subjects to provide work that matches students' learning needs.
- Teachers' marking of students' work is inconsistent, resulting in limited guidance on next steps for improvement. The lack of a school-wide system for setting students' learning targets, based on assessment information, limits their ability to take responsibility for their own learning.

For development:

- In all subjects and phases, develop teachers' skills in teaching students who are learning English as an additional language.
- Ensure that teachers make full use of assessment information to provide work that more consistently meets the learning needs of all students.
- Develop a school-wide system for setting students' realistic targets for improvement.

4. Curriculum

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

- The curriculum complies with the practices and requirements of the California State Standards. It has a clear rationale and includes courses, activities and opportunities that promote students' interests and enjoyment.
- Analyses of assessment information are used to guide the regular curriculum reviews. Recent changes include the newly-adopted thematic planning that focuses on five common themes and core values that are embedded into all curricular plans. Cross-curricular links facilitate students' transfer of learning.
- Planned and implemented scope and sequence ensure continuity and progress in the curriculum. In addition to the requisite courses of study, electives allow older students to make choices following their interests and career aspirations.
- Moral education is taught to all students either in discrete lessons or through integration with other subjects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum modifications and adaptations to meet the learning needs of students are more consistent in the KG than in the other phases. Although teachers' lesson planning includes adaptations to meet the needs of different groups of students, this is not always done effectively.
- The curriculum offers a range of, mainly adult-led, opportunities for enterprise, innovation and creativity across all grade levels. There is a number of additional activities available to enhance students' academic and personal development
- The appreciation of the Emirati culture pervades the school community. A range of lesson activities, assemblies and special events enables students to deepen their understanding of the UAE's culture and society.
- Arabic and Islamic education are taught in the KG for 100 minutes a week.

For development:

- Ensure that in all lessons, planned curriculum adaptations are put into practice to meet the needs of different groups of students.

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

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

- The school's health and safety and child protection committees ensure that the procedures and protocols for ensuring students' safety are consistently applied. All stakeholders are made aware of the policies and procedures through workshops and training sessions.
- The leadership team performs ongoing reviews of policies and procedures and provides update training when necessary. Measures to prevent bullying and cyber-bullying are in place. Checks to ensure a hygienic environment for students and staff are frequent and thorough.
- The medical staff play an integral part in the promotion of healthy lifestyles. They work collaboratively with the school caterers and provide information and support for students, parents and staff. They securely maintain and track students' health records, including measures of obesity.

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

- Staff have positive relationships with students. Students' personal development is monitored by the school counselor and heads of departments. Although systems for managing student behavior and attendance are in place, not enough is done to ensure students arrive at school and lessons on time.
- An online system provides parents and staff with access to students' individual education plans (IEPs). The identification of barriers to learning in the IEPs is not accurate enough to ensure that support and adaptations to the curriculum meet those learning needs.
- Students receive appropriate career guidance and support, and have open access to the counselor. Information on academic options, subject choices and transition arrangements are readily available to students and parents.

For development:

- Improve the accuracy of the identification of the barriers to learning of students of determination and ensure that interventions and support aim to reduce these barriers.
- More rigorously promote and monitor students' punctuality to school and to lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion action team, along with the governor for inclusion, implement policies and improvement planning that reflect their full commitment to inclusion.
- The school uses several assessment procedures for the identification of students of determination. However, these are not always accurate in identifying their specific barriers to learning.
- Parents of students of determination are well-informed of their children's progress. They appreciate the effective partnerships between home and school, but they are not always involved in target setting for their children.
- Teachers' understanding and implementation of curriculum modifications are inconsistent across the grades. This negatively affects students' understanding of the lesson learning objectives. There is a strong focus on care and support, which ensures that students develop self-confidence, resilience and independence.
- The tracking of the progress of individual students is not always effective. The targets and associated developmental learning objectives and interventions in students' IEPs do not always address students' actual barriers to learning.

For development:

- Ensure that the main barriers to learning of students of determination are accurately identified and appropriate support is provided to reduce these barriers.
- Ensure that the targets and modifications specified in students' IEPs address the main barriers to learning and that progress towards the targets is carefully monitored.

6. Leadership and management

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

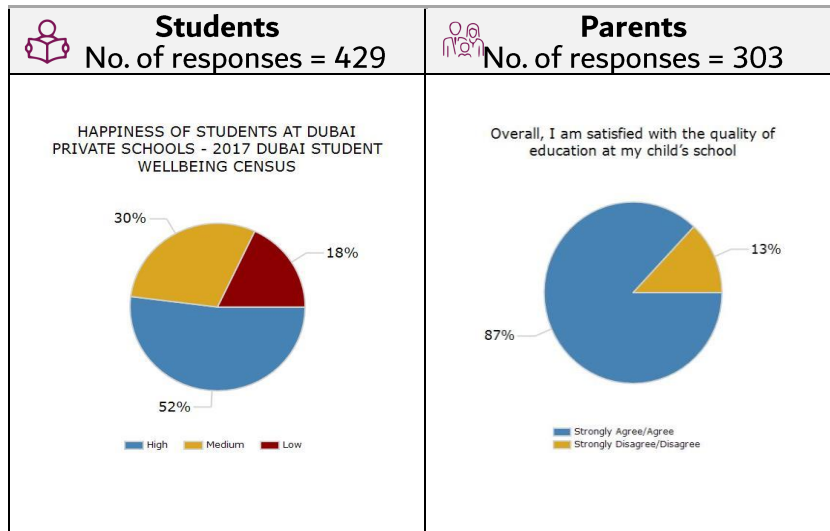
- The new senior leadership team has a clear vision for the future of the school that is linked to the UAE national priorities. They are developing approaches to improve the learning culture, but they lack the guidance of a permanent school principal. Professional relationships and communications are developing, and the morale across the school is positive. The processes for driving change are not systematic or fully effective.
- School improvement planning is based on the recommendations of the previous inspection report and senior leaders' own self-evaluation. However, the targets set in the school improvement plans are not prioritized to identify the key areas of focus. There are indications that the implementation of the plans is beginning to have a positive effect, but reliable evidence of the impact on student outcomes is limited. Procedures for the monitoring of teachers' performance are improving.
- The parents are very supportive of the school, but not all take the opportunity to be actively involved. They are satisfied with the communications they receive from the school regarding the achievements of their children. Written reports include students' grades but do not always identify steps for improvement. While links with the local Emirati community are strong, links with the wider community are limited.
- The owners have recently appointed a new Chief Executive Officer, as a member of the governing board with direct responsibility for the school and parent representation has increased. The board has acted on the recommendations of the previous inspection report and has ensured that appropriate staffing and resources are available. While recognizing their role, governors are not fully effective in holding the school leadership to account for the overall performance of the school.
- The day-to-day operation of the school is efficient. The buildings and grounds are clean and well-maintained by the onsite maintenance staff. There are sufficient teaching and supervisory staff. Ongoing professional training is provided for all staff. Steps are being taken to integrate e-learning practices into the curriculum. Resources in the KG and the library are limited.



For development:

- Prioritize the targets in the school improvement plans to ensure that actions are sharply focused on improving students' outcomes.
- Increase the involvement of parents in the education of their children and the activities in the school.
- The owners and board of governors should take swift action to appoint a permanent principal and a fully effective senior leadership team, then hold them accountable for the school's performance.

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"> Almost all students who responded to the survey are in the middle school. They feel safe and happy. They say that they are engaged with their school work and are performing well. Their perception of bullying shows a picture that is slightly worse than that perceived by similar students in other schools. The reported time they spend watching television or playing computer games is significantly higher than in other schools in Dubai. The inspection team's findings, in general, support students' views.
 Parents	<ul style="list-style-type: none"> About a quarter of the parents responded to the survey. The responses and comments are predominately positive although not overly so. Approximately half of those who replied indicate that they are rarely involved in school activities, and over a quarter think their children do not really like their teachers. This is not reflected in the student survey. Parents are predominantly satisfied with the education that the school provides. The inspection team's findings, in general, support parents' views.

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