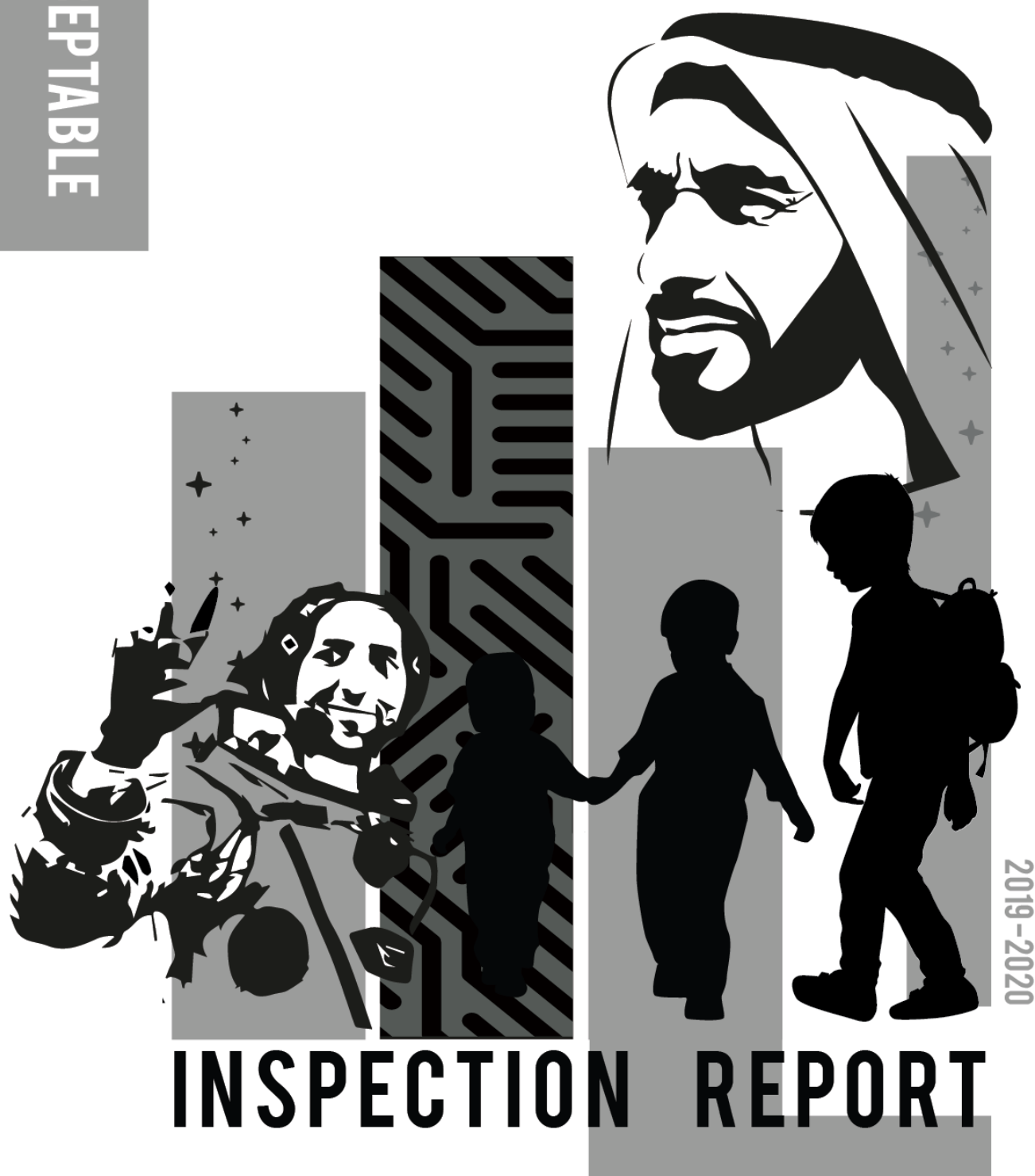


ACCEPTABLE



2019-2020



























INSPECTION REPORT

MOE CURRICULUM

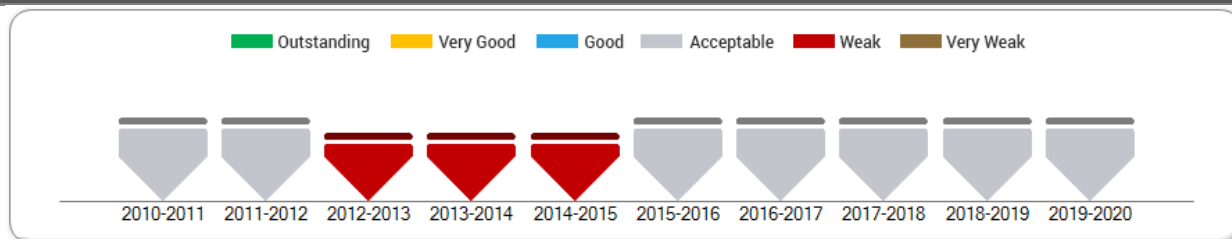
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School Information

General Information	 Location	Al Barsha
	 Opening year of School	1990
	 Website	www.alarqam.ae
	 Telephone	971043400888
	 Principal	Abdel Elah Abu Raya
	 Principal - Date appointed	8/27/2019
	 Language of Instruction	Arabic
	 Inspection Dates	17 to 20 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	707
	 Number of Emirati students	191
	 Number of students of determination	32
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	72
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	8
	 Teacher-student ratio	1:22
	 Number of guidance counsellors	3
	 Teacher turnover	35%
Curriculum	 Educational Permit/ Licence	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	MoE
	 Accreditation	NA
	 National Agenda Benchmark Tests	International Benchmark Tests (IBT); Cognitive Ability Test (CAT4)

School Journey for AL ARQM PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> Children are making significant improvement in progress in English, mathematics and learning skills in Kindergarten (KG). In Cycle 3, students have improved progress in learning in Islamic education. Throughout the school, girls' achievement is higher than that of boys, though their cognitive ability is broadly similar. Students' personal development in Cycles 2 and 3 has improved to match the good levels achieved in KG and Cycle 1. Students' understanding of Islamic values and Emirati culture is now very strong in Cycle 3, where social responsibility has also improved to a good standard. The high standards of personal responsibility and practising of Islamic values, have been maintained.
Provision for learners	<ul style="list-style-type: none"> Teaching and assessment in KG have improved. Generally, teaching is of a higher standard in the girls' section than in the boys' section. In KG, teachers regularly assess children against skills, knowledge and understanding through observation in all subjects. In other cycles, teachers' written feedback is insufficient to guide students towards their next steps in learning. There are no significant improvements to curriculum design and implementation, or its adaptation to meet the needs of all students. However, modifications to meet the needs of students of determination and those with gifts and talents are generally adequate. Students have some opportunities to develop their innovative and critical thinking skills, but a culture of innovation has not yet been embedded throughout the school. There are no significant improvements to the protection, care and guidance of students. The school has responded well to recommendations to ensure better safety arrangements for school transport. The clinic promotes valuable initiatives to increase healthy lifestyles. Students receive regular advice and support from the school's social workers. Older students receive appropriate course and career guidance.
Leadership and management	<ul style="list-style-type: none"> Encouragement from the acting principal is beginning to establish a more positive learning culture. This is supporting the improvements in progress in English, mathematics and learning skills in KG. There is improvement to personal development, social responsibility and the practising of Islamic values. Leadership is strongest in KG. However, a large majority of subject leaders do not have the capacity to improve learning outcomes.

The Best Features of The School:

- Children's significantly improved progress in English and mathematics, and improved learning skills, teaching and assessment in KG
- Improvement in progress in Islamic education in Cycle 3
- Improvement in students' personal development, social responsibility and their practising of Islamic values








Key Recommendations:

- Improve the effectiveness of governance and enhance students' achievement by ensuring:
 - the appointment of a permanent principal
 - sustained investment in teachers' performance management and subsequent targeted professional development
 - adequate levels of resourcing
 - the accountability of leaders for improving students' learning outcomes.
- Leaders should optimise students' potential, by improving:
 - learning skills
 - teachers' use of all national agenda and other data to plan and teach lessons which address the learning needs of all groups of students
 - the use of assessment information to set realistic learning targets for students.
- Ensure that school improvement plans are working documents, under continuous review and adaptation, and have a positive impact on students' learning outcomes.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good ↑
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good ↑	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good ↑	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	Acceptable			
Learning skills		Good ↑	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good ↑	Good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good ↑

3. Teaching and assessment

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

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



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

The school meets the registration requirements for the National Agenda Parameter.

The school's progression in international assessments is approaching expectations.

- Overall progression in NAP assessments is good. NAP assessment data show an increase in students' overall scores in the 2019 International Benchmark Tests (IBT) in English and mathematics. However, outcomes in science remain weak. The data show variability in attainment levels in different grades across all subjects.

Impact of leadership is approaching expectations.

- NAP testing is analysed by senior leaders to make curriculum adjustments. The curriculum is being aligned to the requirements of the IBT tests. However, teaching strategies are not yet influenced by the effective use of assessment information.

Impact on learning is below expectations.

- Critical thinking, problem-solving and inquiry-based learning are not sufficiently embedded in teaching strategies across the school. Students' limited use of information technology (IT) in lessons restricts the development of independent learning and research skills.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:

- Highlight differences between subjects and grades, to identify necessary changes to curriculum or teaching, and to identify particular grades requiring intervention.
- Ensure that teachers offer critical thinking activities in lessons, and that they engage students in higher-order and open-ended tasks.

Moral Education

- The curriculum for moral education meets requirements. Students in Grades 1 to 8 have weekly lessons of 40 minutes. From Grade 9, moral education is integrated into other subjects. Teachers use the required textbooks to ensure that key curriculum concepts are covered.
- Specialist teachers are responsible for lessons up to Grade 8. The lessons are planned well. Teachers use effective questioning which promotes students' engagement and thinking. Appropriate resources make learning interesting. Students enjoy their lessons.
- Students' profiles of work in moral education are part of the school's on-going assessment of their progress. Final assessments are not administered. Reporting to parents on their children's progress takes place during parents' evening.

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

For development:

- Implement final assessments and record the outcomes systematically.

Reading Across the Curriculum

Teachers are beginning to use information from reading assessments to strengthen procedures and to improve outcomes.

- The school is starting to use standardised assessments to assess reading, adopting their own internal measures. The targeting of underperforming readers is limited.
- Reading policies do not sufficiently address how the teaching of reading literacy will take place. Leadership for reading literacy is not clear. A reading literacy specialist is not yet in post.
- The school is at an early stage in promoting reading as a lifelong learning skill. In the core subjects, most teachers offer students opportunities to read, but the support is not skilled and students' accuracy in reading is underdeveloped.
- The school is now trying to promote a culture of reading literacy. A whole-school approach is not yet evident in strategy, policy, planning or action.

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

For development:

- Strengthen leadership to include a literacy specialist who will effectively implement a clear whole-school reading policy across the curriculum, and develop teachers' skills in teaching reading literacy.

Innovation

- The use of IT to support innovation is not embedded across the curriculum. Similarly, the development of students' critical thinking skills is not a routine feature of their work.
- The school has begun some innovation initiatives, but requires more time to demonstrate a positive impact on students' understanding and skills.
- Teaching provides limited opportunities for students to develop higher-order thinking and innovative skills. In some lessons, concepts are linked to real life.
- The curriculum is not yet adapted sufficiently to provide consistent opportunities to motivate and challenge students. Science, technology, engineering, art and mathematics (STEAM) lessons and the use of robotics are examples of recent innovation developments.
- The acting principal and some leaders are committed to the introduction of innovative approaches to school improvement, a recent example being the outsourcing of inclusion leadership.

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

For development:

- Provide more consistent opportunities for innovation, including critical thinking, throughout the school in all subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Good ↑

- Analysis of information from internal assessments indicates that most students are attaining well above expectations. Lesson observations and scrutiny of recent work do not support these findings. The majority of students in KG and Cycles 1 and 3 make better progress against appropriate learning objectives.
- Children in KG are absorbed by traditional Islamic stories. In Cycle 1, the majority of students have good skills in the recitation of the Holy Qur'an. Older students in Cycle 3 understand the importance of marriage, and how Islamic law can protect society.
- As a result of additional recitation and Tajweed sessions, students in all cycles are improving memorisation skills and understanding of recitation rules. However, the quality of improvement is inconsistent. Students are not clear about their next steps in learning and opportunities to develop their higher-order thinking skills are limited.

For development:

- Improve the effectiveness of independent learning and research skills, and provide clear and accurate feedback to all students.
- Develop students' understanding and use of higher-order thinking to raise their achievement.

Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable	Acceptable

- The progress of children in KG especially, and girls generally, is improving because of more effective teaching strategies. Students, particularly in Cycle 3, are acquiring a good range of vocabulary through a variety of topics, leading to better sentence structure.
- Most students in Cycle 1 read and copy texts with good handwriting. Their comprehension and writing skills are underdeveloped, particularly those of the boys. They use short phrases rather than extended sentences.
- Speaking skills are not developed well in the lower grades. Students demonstrate the use of more enriched vocabulary to improve structured writing, particularly in the upper grades. The use of IT in class enables students to develop their ideas and skills independently in research.

For development:

- Ensure that learning activities provide an appropriate level of challenge and extend students' thinking, speaking and writing skills.
- Enable students in all phases to use IT to develop their language and independent research skills.

English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good ↑	Acceptable	Acceptable	Good

- Children in KG make better than expected progress in their listening and speaking skills. They communicate well in full sentences and listen carefully to others. Girls in Cycle 3 participate well in structured discussions, responding clearly to, and building upon, the contributions of others.
- Students' speaking skills across the school are developing consistently. However, their reading and writing skills, particularly in extended passages, are restricted, and demonstrate insufficient knowledge of grammar and vocabulary.
- Students now have more opportunities to read, but the impact of this change is not yet evident. Most students do not have reliable presentation skills, because they do not have enough opportunities to present their ideas in formal settings.

For development:

- Improve the opportunities and the level of challenge offered to students in reading, so that they read and present more widely on familiar and unfamiliar topics.
- Strengthen the frequency and the quality of skilled support offered to students in all cycles to improve their writing skills.

Mathematics

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good ↑	Acceptable	Acceptable	Good

- In KG, children learn numeracy through activities, developing an appropriate balance of knowledge, skills and understanding. In Cycles 1 and 2, students' development of mathematical competency, including basic number skills, is stronger than their problem-solving capacities. As students advance through the school, their achievement improves.
- Students in Cycle 3, primarily in the girls' section, accurately apply formulae and strategies using standard rules. Their ability to tackle problems that involve higher-order mathematical thinking and problem-solving is developing.
- The main area of weakness in Cycles 1 and 2, particularly in the boys' section, is the level of challenge that is sometimes limited by teachers' expectations and ineffective teaching strategies.

For development:

- Develop students' problem-solving skills in all phases, and increase the level of rigour and challenge to accelerate achievement.

Science

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment suggests that students' knowledge of scientific concepts is in line with curriculum expectations in all phases, but external assessment scores indicate that students' skills are weak. Students make progress in the acquisition of knowledge rather than in skills and understanding.
- Students use diagrams and illustrations to reinforce their knowledge, while in Cycle 3, they apply equations and use graphs to solve simple problems in physics. Students have limited understanding of concepts, and make limited connections between different areas of the sciences.
- Students' investigative skills are underdeveloped and they rely excessively on teacher guidance. Their ability to make accurate measurements and to use laboratory apparatus and equipment correctly and safely is variable. Students do not identify the aims of experiments, make predictions or draw conclusions using scientific justification.

For development:

- Extend students' understanding of scientific concepts through student-centred tasks that link concepts to real-life examples and to different areas of science.
- Enhance students' investigative skills so that they can carry out investigations on their own, using the scientific method.
- Strengthen students' application of scientific inquiry, so that they can identify aims, make predictions and draw conclusions using scientific justification.

UAE Social Studies

	All phases
Attainment	Acceptable

- The UAE social studies curriculum is implemented throughout the school. Students acquire appropriate knowledge of the history, geography and culture of the UAE.
- Students make some connections between areas of learning and real life, and do basic research, but generally require too much direction from teachers. Their use of IT is beginning to support independent research, with emerging critical thinking and problem-solving skills, particularly in the girls' section.
- Most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards for UAE social studies. Attainment information is not used adequately to inform teaching or curriculum planning.

For development:

- Ensure that attainment information is used effectively.
- Provide opportunities to improve students' critical thinking skills.

Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> In KG, children take responsibility for their own learning. They solve simple problems, work well on their own and as part of a group. They are encouraged to think carefully and to make connections between different aspects of their work. Elsewhere in the school, students' learning skills are inconsistent. For example, in mathematics, students collaborate more in Cycle 3 than in other cycles, and younger students in Cycles 1 and 2, whilst in groups, do not always work together effectively to achieve the tasks set for them. In most lessons, students can communicate their thinking clearly. However, critical thinking and the use of IT to aid students' research and learning are underdeveloped. Boys in Cycles 1, 2 and 3 do not consistently apply themselves to learning as well as girls do. 				

For development:

- Provide more opportunities for students to use IT and develop their higher-order thinking skills to aid learning.
- Improve boys' use of effective learning skills across the curriculum and in all cycles.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good ↑	Good ↑
<ul style="list-style-type: none"> Students are well-behaved and many, particularly girls, have positive attitudes towards their learning. They are generally self-disciplined and show care for others. Many students, particularly in Cycles 2 and 3, have a good sense of personal responsibility and are keen to succeed. Relations between students and teachers are friendly and respectful. Students are sensitive to the needs of others, and extend help when a request is made, especially the girls. Students maintain healthy lifestyles. Most are active, willing participants in physical education classes and sports. Attendance is very good, and most students are punctual in arriving at school and for lessons throughout the school day. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑
<ul style="list-style-type: none"> Students throughout the school demonstrate a clear understanding of Islamic values, and of tolerance, co-existence and generosity. They understand how UAE traditions interweave closely with Islamic values. Older students lead and organise events and celebrations effectively. A significant number of students are Emirati. The Emirati heritage and culture are highly valued, and celebrated very well through exhibitions and daily assemblies in all sections of the school. Students, especially in upper grades, have a strong understanding and appreciation of their own culture. They appreciate a range of world cultures. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good ↑

- Students have a clear understanding of their roles in the school and the local community. They show respect and consideration for the needs of others through planned responsibilities, some volunteer activities and social contribution, especially the girls.
- Students have a positive work ethic. They enjoy their work and are happy to be involved in activities such as after-school clubs. They make valid contributions to projects in design lessons, particularly in Cycle 3.
- Students understand the importance of environmental sustainability. They take care of their school environment through projects aimed at recycling materials and rationing water.

For development:

- Develop all students' understanding and appreciation of worldwide cultures.
- Broaden and extend opportunities for entrepreneurship and innovation.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable

- Teaching in KG is more effective than in other cycles of the school. Teachers in KG use active learning strategies, differentiated tasks, provide good opportunities for children to be more independent learners, and use effective questioning that promotes higher-order thinking skills.
- Teaching elsewhere is inconsistent, but more effective in the girls' section in the majority of subjects. Appropriate questioning develops and reinforces knowledge, though in some lessons students' activities lack challenge. Differentiation is limited.
- In the more effective lessons in Cycle 3, such as Islamic education, students have opportunities for meaningful discussions and can link concepts to real-life examples. Although the use of IT resources may motivate students, a positive impact on learning is not always apparent.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- The school analysed the skills required by IBT assessments and has identified the specific skills that require strengthening, and those that are not currently covered by the school curriculum. However, there is little evidence that teachers have effectively used this information in their lessons.
- In KG, children are regularly assessed in all subjects through observations, building well on their baseline assessment. In other cycles, school leaders, either through inadequate monitoring or limited training, are not ensuring that teachers use the information from assessments to modify classroom practices.
- On-going assessment practices vary and are not part of classroom practice in most subjects. The marking of students' work, and student self- and peer-assessment, are variable in different cycles. Written feedback is insufficient to help students in the next steps in their learning.

For development:

- Ensure a school-wide emphasis on the importance of using assessment information to influence teaching.
- Develop a robust monitoring system that holds teachers to account for raising students' attainment.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is planned appropriately to meet the learning needs of most students. It is compliant with MoE requirements and is enriched by appropriate weekly activities clubs.
- The curriculum is designed to provide balance, scope and sequence. The school reviews the curriculum in the light of external assessment results, and most recently has addressed some gaps in the mathematics curriculum.
- The curriculum in KG is enriched by carefully designed activities and through engagement with some external agencies. The curricula in English, mathematics and science are aligned with the relevant curriculum standards. Older students' curricular needs are met to an adequate level.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- In KG, activities are planned so that children's needs are met through independent choices. The needs of students of determination and those with gifts and talents are generally met through appropriate adaptations.
- Students are involved in activities that promote enterprise, creativity and social contribution, for example, charity fundraising and community visits. Some opportunities are provided to develop students' innovative and critical thinking skills, but a culture of innovation is not yet embedded.
- Curriculum programmes, clubs, and participation in national festivals enable students to gain a good understanding of the values, culture and heritage of the UAE. These values are integrated across most subjects, as well as within Islamic education and social studies.
- Children in KG1 and KG2 have five Arabic lessons per week, each of 40 minutes.

For development:

- Review the curriculum to provide more opportunities for students to develop their higher-order thinking skills in order to raise achievement.
- Offer all students more opportunities to develop their innovative, creative and problem-solving skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school is clean and hygienic. There is appropriate medical care for students. The school provides for raising awareness of healthy living habits, and gives information about bullying. The safeguarding policy is clear, comprehensive and well understood. The supervision of students is secure.
- The school has responded well to recommendations to ensure more effective transport safety arrangements. However, it is not active or farsighted enough regarding the improvement of health and safety procedures.
- Renovations of the premises have enhanced accessibility for all students. The clinic promotes valuable initiatives to increase healthy lifestyles. Teachers and students are not fully aware of adequate safety procedures in the science laboratories, and do not dispose of chemicals appropriately.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between staff and students are mainly positive. Most students are aware of the school behaviour code, and follow it successfully. Procedures to monitor and promote good attendance and punctuality are effective, though some parents bring their children after morning assembly, rather than before.
- The school identifies students of determination accurately, and increasingly also those with gifts and talents. Some teachers do not take enough account of individual learning needs. Consequently the quality of support is inconsistent.
- Students receive regular advice and guidance from the school's social workers. Academic support enables most students to make appropriate progress. Clinic staff carefully monitor the health and physical well-being of students. Older students receive relevant guidance on course choices and future careers.

For development:

- Strengthen all the safety systems and procedures in the science laboratories.
- Provide consistent support in all lessons that matches the learning needs of individual students.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and school leaders are committed to providing support and inclusive education for students of determination. The inclusion manager demonstrates strong and knowledgeable leadership. The school receives good support from the inclusion governor.
- A range of standardised assessments is used to ensure that identification of need is accurate. They include detailed reports from external specialists. The school has successfully recognised a number of students with gifts and talents, and is continuing to extend the register.
- Relationships with parents are positive and productive. Parents receive regular weekly reports on progress, and they have formal meetings each term. Those parents interviewed are pleased with the advice that they receive, and with the quality of support for their children.
- Individual education plans (IEPs) are well focused on essential needs and indicate clear goals for improvement. In some lessons, mainly in the boys' section, teachers do not refer to IEPs sufficiently when planning tasks. Some plans for students with gifts and talents require more detail.
- Overall, students receive appropriate and an improving level of support. Learning is of a consistently high standard when students receive direct support from specialist staff.

For development:

- Ensure that IEPs are consistently consulted and used appropriately.
- Ensure that teachers modify their teaching to meet the specific needs of all students.

6. Leadership and management

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

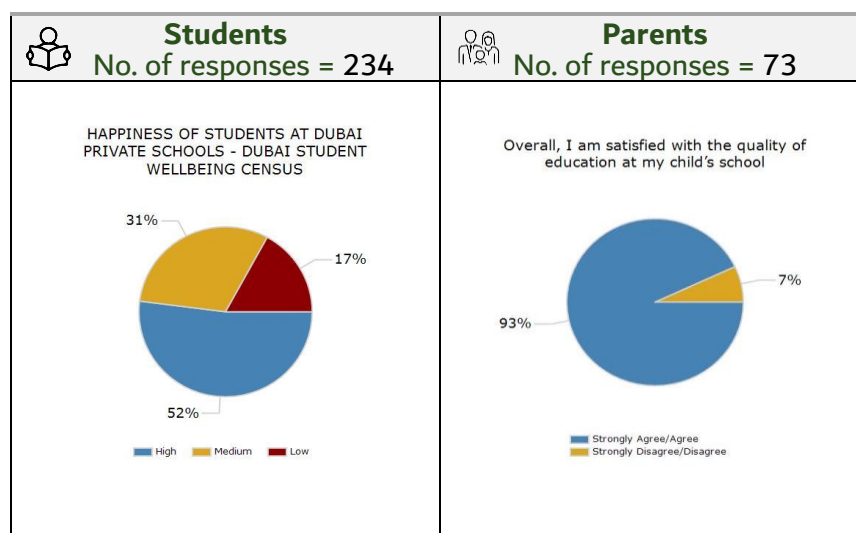
- The recently appointed acting principal and senior leaders have reviewed their vision and mission to reflect their local context and UAE priorities accurately. Their supportive leadership and encouragement have begun to establish a more positive learning culture. This has resulted in significant improvements in KG, with some improvement to students' personal development, social responsibility and their practice of Islamic values. Leadership is particularly strong in KG. The large majority of leaders of key subjects do not have the capacity to improve the learning outcomes of students in their departments.
- Improvement planning and self-evaluation are not sufficiently accurate or focused on actions to bring about the required improvements to learning outcomes. Leaders have begun to acquire a more realistic view of the majority of their key priorities. More regular monitoring ensures that the evaluation of teaching is becoming linked to its effect on students' achievement. School improvement plans do not yet sufficiently record their impact on students' outcomes. Consequently, progress in addressing recommendations made in the previous inspection report has been restricted.
- Parents consider that they are receiving good value for money from the school. Parents' participation in school activities includes involvement in the school's teaching strategies, relationships, the promotion of values, and boys' behaviour. Communication with parents is open. Although parents voice their views, the school does not always respond. Parents receive regular feedback about their children's progress but are not informed of what students need to do in order to improve. There are limited links with the local community and other schools.
- The governing body increasingly obtains feedback from most interested parties, including the student council. Governors meet regularly. They hold the acting principal to account on issues such as ensuring the quality of teaching, and support him with outsourced inclusion provision. A limiting factor to the effectiveness of governance is the lack of a permanent principal. Governors have increased resources to address recommendations from the previous report. They recognise the need for sustained investment to secure improvement, and understand the consequences of not doing so.
- School leaders ensure that the school operates efficiently with increasingly established and clear routines. Learning resources continue to be limited in quantity and quality, and do not adequately support independent, inquiry-led learning and problem-solving. Library resources have been augmented, but still restrict opportunities for reading for pleasure and for research. Provision for internet access to assist digital learning has improved. There is sufficient staffing, though teachers' expertise is not adequately developed to optimise students' attainment in all key subjects.



For development:

- Review, clarify and assure the expectations and accountability of all leaders, in order to improve students' achievement.
- Provide essential resources, including a permanent principal, to support successful learning outcomes.
- Ensure that teacher performance management is linked to relevant professional development and results in a positive impact on students' achievements.

Views of parents and students

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



 Students	<ul style="list-style-type: none"> The majority of students indicate that they are motivated to achieve goals and to participate in after-school activities, particularly sports. Similarly, students express a sense of comfort and satisfaction with the school, although they report concerns about bullying. During the inspection students did not share these concerns. Inspectors found that procedures to deal with bullying are robust and implemented, when required.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the school. They believe that the school listens to their views and acts upon them. They are equally positive that their children are kept safe at school, and think that they get on with most teachers. A few parents express concerns about bullying. Inspection evidence shows that any issues that arise are dealt with 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