



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Al Ameen Private School

Curriculum: UK

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Nahda
Type of school	Private
Opening year of school	1993
Website	www.msbdubai.com
Telephone	04-2677100
Address	PO Box 94550 Al Nahda
Principal	Sadia Wajid
Language of instruction	English
Inspection dates	23 to 25 November 2015

Students



Gender of students	Boys and girls
Age range	3-16
Grades or year groups	Foundation Stage1 to Year 11
Number of students on roll	600
Number of children in pre-kindergarten	N/A
Number of Emirati students	0
Number of students with SEND	14
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	58
Largest nationality group of teachers	Indian
Number of teaching assistants	9
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	21%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK / International General Certificate of Secondary Education (IGCSE)
External tests and examinations	Cambridge International Examinations (CIE)
Accreditation	Not applicable
National Agenda benchmark tests	GL Assessments, International Benchmark Tests (IBT)

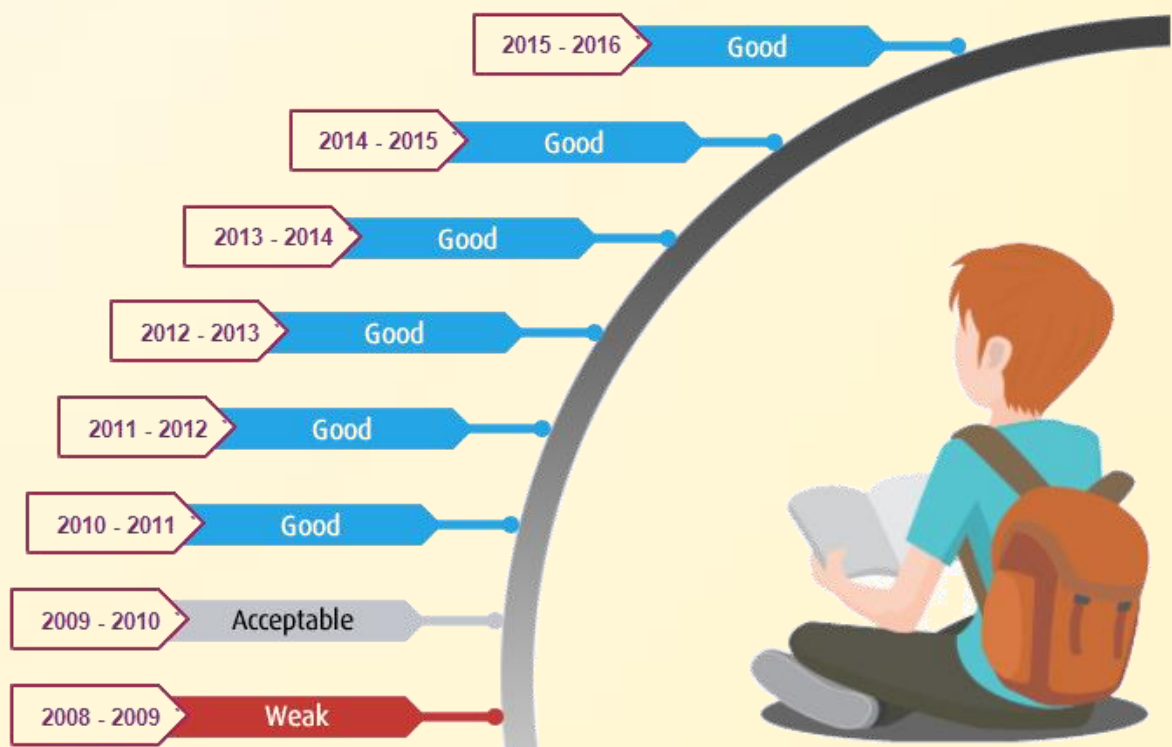


Summary for parents and the community

Al Ameen Private School was inspected by DSIB from 23 to 25 November 2015. The overall quality of education provided by the school was found to be **good**.

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

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





How well did the school perform overall?

Overall, Al Ameen School provided a good quality of education for its students.

- Improvements in Arabic and Islamic education had led to good attainment and progress in the secondary phase. Attainment and progress in key other subjects was very good in the secondary phase.
- Understanding of Islamic values and awareness of Emirati and world cultures was very good across the school. Children and students had very good social responsibility. Whilst teaching was good overall, it was very good in the higher grades.
- The curriculum had been adapted well to take account of international assessments.
- The school provided an exceptionally safe and secure learning environment and provided good care and support for all groups of students.
- Clear, energetic and dedicated leadership was provided by the principal and her senior team. Self-evaluation processes were effective.



What did the school do well?

- High performance in IGCSE in English, mathematics and science
- Very effective teaching in Key Stage 4 secured high attainment for most students
- Curriculum design supported the development of learning skills
- Safe and secure environment was provided and concerns were addressed without delay
- The school was at the heart of its community and provided leadership within it
- The partnership with parents inspired high achievement
- The quality of the Foundation Stage provision impacted positively on outcomes for children
- Islamic values were clearly communicated throughout the school
- Principal and senior leaders provided clear and dedicated leadership



What does the school need to do next?

- Improve teaching by:
 - creating opportunities for all staff to work together to implement best practice
 - training classroom assistants to take an active role in supporting learning.
- Raise attainment to exceed international standards by:
 - accurately identifying students' starting points in learning
 - aligning end of key stage assessments with externally moderated standards
 - using assessment results to plan next steps of learning for different groups of students within the classroom.
- Increase opportunities for students to write at length and for clear purposes in English and other subjects.



How well did the school provide for students with special educational needs and disabilities?

- Students with special educational needs and disabilities (SEND) made good progress particularly when teachers matched activities to their needs. Progress slowed when teachers did not use information from students' individual plans to plan appropriate activities.
- The school used a variety of ways in which to keep parents very well informed about their child's progress and the targets they were working towards.
- The school staff focused very effectively on ensuring that parents were actively involved in their child's education.
- Parents spoke knowledgeably about their child's individual educational plans and their child's personal targets.
- Parents were appreciative of the support and guidance that the school offered, such as specialist support from external agencies and additional in-class support. Parent workshops had provided them with information to support their child at home more productively.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was not fully secure.
- The school promoted awareness and understanding of the National Agenda targets among its staff through regular discussion at staff meetings, lesson planning discussions and training sessions. Parents, students and governors had a clear understanding of the National Agenda and understood the scope and purpose of participating in international testing.
- The school had aligned the English, mathematics and science curricula to the TIMSS and PISA test requirements. Additional content had been included in subject schemes of work. For example, Earth science had been added in Year 5. Teachers' lesson plans included the promotion of critical thinking, independent learning and opportunities for students to develop their research skills. In addition, leaders had ensured professional development sessions for all staff to focus on further developing their use of questioning.
- The majority of lessons in English, mathematics and science promoted the development of students' critical thinking as outlined in the National Agenda. Teachers allowed students time for thinking and encouraged discussion. Problem solving, discussion and investigation were fundamental to students' learning. This was particularly the case in upper secondary. Most students gathered a wide range of information from different sources, demonstrating creative skills in sharing and presenting their learning.
- A range of learning technologies and other resources were available for students to develop their research skills.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- Senior school leaders had fully grasped the importance of promoting innovation and had identified ways to embed it within their school culture. They had introduced new ideas through staff professional learning opportunities. A new building project was planned to incorporate more innovation systems and processes in the next school year. The school had a range of compulsory curricular and extra-curricular programmes that had recently included students' own choices to encourage the development of innovation skills.

Overall school performance

Good

1. Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good ↑
	Progress	Not applicable	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good ↑
English 	Attainment	Good	Good	Very good ↓
	Progress	Good	Good	Very good ↓
Mathematics 	Attainment	Good ↓	Good ↓	Very good ↓
	Progress	Good	Good	Very good ↓
Science 	Attainment	Very good ↑	Good	Very good ↓
	Progress	Very good ↑	Good	Very good ↓

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Very good ↓	Very good ↓	Very good ↓

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good

6. Leadership and management

	All phases
The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good ↓	Good
Science	Very good ↑	Very good ↑

- In English, the majority children achieved at above expected levels in their communication and literacy skills. They were able to listen to stories attentively and recall the sequence of events using pictures as prompts. Foundation Stage (FS) children were able to identify the letters of the alphabet and matched sounds with letters, and they were able to read sight words. FS 2 children used their vocabulary in imaginative ways, especially in the dramatic play areas. They were able to write phonetically when labelling their drawings. Different groups of children made better than expected progress in their language and literacy development. In lessons children made better than expected progress against planned learning outcomes.
- In mathematics, the majority of children had a secure understanding, above age related expectations, of number concepts and shape, space and measure. They used hands-on materials, pictures and symbols to sort, count, add and subtract. By the end of Foundation Stage most were counting reliably up to or past 20 objects, knew 'more than', 'less than' and 'same', and could recognise basic two and three dimensional shapes. Groups of students made better than expected progress against expected outcomes and from their starting points. In lessons, too few opportunities were provided for the children to share their thinking about how they arrived at an answer or explain their understanding of new concepts and this restricted the progress of the most able children.
- In science the large majority of children had developed a secure understanding of their world. They enthusiastically participated in practical activities and used an increasing range of skills when conducting investigations. For example, they predicted which objects would float or sink and used their keen observational skills to draw the parts of a real plant. Children were developing their critical thinking skills through independently experimenting in learning centres and having time to ask questions. This was evident in their predictions of how to make ice melt faster. Assessment data indicated that the majority of children made better than expected progress in developing their scientific knowledge. Groups of children made similar progress with both girls and boys enthusiastically engaging in investigations and explorations.

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Good	Good
English	Good	Good
Mathematics	Good ↓	Good
Science	Good	Good

- In Islamic education, the majority of the students memorised the prescribed Surahs from the Holy Qur'an. The students in the lower grades had a secure understanding of the Prophet Mohammad's (PBUH) life and childhood. Students had increased their understanding of how the basic beliefs, principles and Five Pillars of Islam compared to the Six Pillars of Faith. They followed and interpreted accurately the rules of recitation. Quotations from the Holy Qur'an and Hadith were read confidently in Arabic. They could apply their knowledge of Islamic values to their family and daily life. Most students had benefitted from researching information about relevant topics. Progress in Islamic education was consistent between grades and phases for the majority of groups of students. For example, they made better than expected progress in the memorisation of the Holy Qur'an.
- In Arabic as an additional language, the majority of students performed at better than expected levels as measured against Ministry of Education (MoE) standards. They responded effectively and accurately to teachers' instructions. Although most of their spoken Arabic was expressed in simple sentences they spoke fluently and correctly using a good range of newly acquired vocabulary. Their reading skills were well developed and students could decode words accurately. Students could retrieve information from text successfully and were able to infer meaning and interpret ideas. They took good care when writing the Arabic script and their ability to write creatively in Arabic was developing.
- In lessons the majority of students' attainment and progress in English communication and reading were securely above curriculum expectations. However, students' writing did not reflect their verbal grasp of the language. Knowledge, skills and understanding were well developed through the themes that students studied. The overall achievement of students when judged against national and international standards presented a mixed picture. Teacher-assessed test data indicated that students were performing above curriculum expectations whereas International Benchmarked Test (IBT) results put attainment in line with international expectations. Internal assessments were not accurate in that they showed trends over time to be better than they actually were. Students with SEND made good progress and girls made slightly better progress than boys.
- In mathematics, the large majority of students were attaining above curriculum expectations when compared to national benchmarks and a majority achieving above international standards. The development of mathematical knowledge during lessons was consistently good. Students demonstrated improved skills and understanding as a result of an enhanced focus by teachers on higher order thinking. For example, students in Year 6 were able to accurately complete complicated calculations which involved all four rules of number, brackets and orders of number. Trend data indicated that progress against national standards was good and this was evident in lessons, particularly in the older age groups.

- Attainment and progress in science, as measured against the school's curriculum standards indicated that the majority of students were above age-related standards. However, school information on students' achievement did not include tracking performance in investigative science skills. Students were beginning to confidently plan, carry out and evaluate investigations. They were able to follow teachers' instructions but did not generally take the initiative to pose their own questions or enquiries. There had been an improvement in attainment over the past three years and student outcomes were above national and international standards. Different groups of students made similar progress during lessons.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Good	Good ↑
English	Very good ↓	Very good ↓
Mathematics	Very good ↓	Very good ↓
Science	Very good ↓	Very good ↓

- In Islamic education, the majority of students attained levels above those expected of the MoE curriculum outcomes. They had memorised numerous Surahs from the Holy Qur'an and understood and could discuss the relevance of the beliefs and principles of the Islamic faith in their lives today. The students in the upper grades had an in-depth understanding of the significance of many aspects of the Prophet's life. They had made better than expected progress in aspects of Islamic education when measured against the MoE curriculum standards.
- In Arabic as an additional language, attainment and progress was better than expected, especially in students' listening and speaking skills. Students responded well to questions with fluency and clear pronunciation. Ideas were communicated and understood in a range of familiar and unfamiliar contexts. Students could engage in simple conversations with accuracy. They had a secure command of reading aloud in expressive tone with appropriate pace. Written work reflected better than average attainment in Arabic script. Students' work contained minimal errors. Some opportunities to extend writing, such as the *Big Write*, helped students to write more complex texts with accuracy and express a greater depth of ideas. Groups of students made better than expected progress against internal curriculum expectations.
- Overall, attainment and progress in English was very good. This was exemplified in the standards achieved in IGCSE examinations. However, there was a pronounced unevenness in achievement in some classes with students in these classes not doing as well as they could. The results of IBT showed that the performance of students was only broadly in line with international expectations. Extended writing was less well developed than reading. Students' progress in lessons was secure with girls making slightly better progress than boys, whether in mixed or single gender classes.

- In mathematics the large majority of students attained above curriculum expectations when compared to national benchmarks. However, the majority of students only attained a broadly average level when benchmarked against international standards. Students consistently developed their mathematical knowledge, reasoning and skills during lessons. For example, most students in Year 9 were able to effectively change the subject of an equation accurately and related this skill to examples such as working out the length of ratio from the area. Progress against national standards was very good last year and that had continued. Older students demonstrated very good progress over time.
- Attainment and progress in science, when measured against the school's curriculum standards, demonstrated that a large majority of students were above age-related expectations. The large majority were also making better than expected progress in lessons and over time. Students could carry out investigations and were able to make and record observations and measurements using appropriate apparatus and methods. They could evaluate their chosen methods. For example, in a Year 10 physics lesson, students were testing different types of wires used in domestic circuits. They were fully focused when planning, testing, evaluating and presenting their findings. Attainment over the past three years has improved against national standards. Attainment was broadly in line with comparative international standards.

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students took responsibility for their learning in many lessons. As a result they could identify where they were in their learning and could generally take the next steps to improve independently. The time given to secondary students for reflection on where they were in their learning was particularly effective.
- When conducting investigations in science and mathematics students collaborated and learned from each other in a most effective manner. There were an increasing range of opportunities for students to interact, collaborate and improve their learning outcomes. Work with the Model United Nations increased students' capacity to work effectively as part of a team.
- Increasingly students were provided with time to make connections between their learning and real life. Opportunities to interview people in specific occupations such as architect or accountant deepened understanding of particular concepts. Thinking was developed when students were asked in many lessons how they would apply their learning to real problems.
- Enquiry and enterprise opportunities had been mapped out in the curriculum. When these were provided in classrooms students were able to use a variety of strategies including critical thinking to solve problems. In class debates they were able to analyse and make sound judgements as a result of their analysis. They were less independent when using information technologies than when using other resources.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Good	Good

- Students had positive attitudes to adults and peers around them and loved to be the first to greet visitors. They responded very well to teachers' feedback and were keen to contribute to improving their learning. Children were particularly responsible and considerate in the Foundation Stage.
- Students exhibited expected levels of behaviour across the school. They usually required little supervision at break times as they were self-disciplined. However, in a few lessons, when teaching was less effective, students did not demonstrate good self-discipline or behaviour. Students understood the implications of bullying on their safety and on the safety of others. Incidents were recorded and dealt with when they occurred.
- Strong and courteous relationships were a key feature of the school. Students understood the needs and differences of others. Older students regularly helped younger ones. Without prompting they were happy to use break times to play with students from lower grades and assist with their learning. Relationships between students and staff were conducive to a positive learning environment.
- Students were well aware of what constituted a healthy lifestyle. They made good healthy eating choices and actively took part in the variety of fitness activities and sporting games on offer in school. There were a number of extra-curricular activities that enabled students to develop a healthy lifestyle.
- Attendance rates were good overall, and students were generally punctual to school and lessons. This had a positive impact on learning outcomes achieved by students.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑

- Students' understanding and appreciation of Islamic values were very good. There was clear appreciation of the relevance and impact of Islamic values on everyday life and life in the UAE. Students were able to reflect accurately and with some enthusiasm on how these values influenced the wider UAE society.
- Emirati heritage and culture were well known to, and understood by, students. They spoke confidently about traditions and the heritage of the UAE. The arts were frequently used to express their understanding of Islamic values and Emirati culture. Achievements of others in society were consistently celebrated and used as a model to inspire their own achievements.
- Students had clear and deep understanding and appreciation of their own culture. They were able to describe the aspects in which their culture was similar to and different from others. They shared insights into different cultures which included knowledge of civilizations, folklores, arts traditions and popular historical monuments.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

- Students were proactive members of their school and local communities. They took pride in initiating and participating in environmental schemes such as the 'can collection drive' and the 'waste audit'. They regularly volunteered and made worthwhile charitable contributions locally and internationally to people with disabilities, to the less fortunate and to victims of war.
- Students' work ethic was very positive. They demonstrated respect for knowledge and were committed to embracing novel ideas and skills. This was evident in the ways students took responsibilities to celebrate and promote creativity during morning assemblies and participate in extra activities. As a result of an effective student council the student voice was heard, responded to and respected.
- Students were diligent in their care for the school environment. They could talk confidently about the world's major ecological concerns, such as global warming and preserving trees. They could highlight the importance of protecting the environment to make the world a better place for humanity. Pride was taken in initiating and promoting a range of ecological projects such as the hydroponics garden.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Most teachers, across all core subjects, had good knowledge of their subject and applied this consistently to enhance students' learning. They identified the strengths and weaknesses of students and increasingly applied this knowledge in lessons.
- Teachers, across all core subjects, planned purposeful lessons which, in most cases, took into account the differing levels of students. A range of resources were utilised across all phases. This fostered good learning and interest. Lessons were paced appropriately and maintained students' interest. On occasions teachers did not allow enough time for reflection or deeper thinking.
- Interactions between students and teachers were generally positive. The quality of dialogue and questioning ensured students were responsive but interactions were often limited to teacher-student talk. Where student discussions took place they were often teacher directed and did not always allow for thoughtful and open discussions. All students used a good level of subject specific vocabulary in lessons.
- Teachers deployed an increased range of strategies to meet the needs of students. As a result, most lessons were sufficiently challenging for different groups of students and for most levels of ability. In the secondary phase the level of challenge and support was higher, resulting in better progress, particularly for the more able. In these classes the students responded with relish to the challenge being set.
- Problem solving and independent learning were incorporated into some lessons. Learning was relevant and had a positive effect on students' lives. The focus on open-ended questioning as a means of developing critical thinking was not well embedded. Primary lessons in Arabic as an additional language were overly directed by teachers. In secondary, teachers often provided effective scaffolding to engage meaningful discussions. Lessons in primary generally lacked effective differentiation.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↓	Very good ↓	Very good ↓

- Data collection, tracking and analysis of gaps in student attainment were robust. Students were identified well and this resulted in suitable interventions which had a positive impact on learning. There were strong links to the school's curriculum standards. Measures of students' academic, personal and social development were accurate and generally reliable in providing accurate starting points in learning.
- The school had consistently benchmarked students' achievement against national expectations for the past three years. Recent additions to the international benchmarking procedures were aimed at improving teachers' ability to assess students' levels of attainment. The alignment of internal data and national and international data had not been completed.
- Assessment data was wide reaching, very detailed and took the learning needs of different groups into account. The comprehensive tracking systems provided a clear picture of students' ability levels. Students' progress was monitored very well against the curriculum and national standards. Results from international benchmarking tests had not been compared to teacher assessments.
- Efforts had been made to enhance assessment processes. Teachers used the agreed whole school assessment for learning procedures and as a result assessments informed teaching in most subjects. Marking followed a clear strategy and targets for students were often in place. When more able students were involved in setting targets and analysing their own assessment data the level of challenge was increased.
- Teachers had a secure knowledge of students' levels of attainment and in many cases planning took prior learning into account. In many cases students were involved in assessing their own learning but this often lacked the depth required to set next steps. Where students assessed and reviewed each other's work and then gave feedback, the rate of progress in their learning was accelerated.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑

- The curriculum had a clear rationale, was broad and balanced and provided a range of courses and subjects which matched students' needs and interests very well. It fulfilled the requirements of the school's authorised curriculum and met the UAE statutory requirements.
- The curriculum was very well planned to ensure that students built on previous learning each year. The seamless curriculum extended from the Foundation stage through to the end of secondary. As a result students were well prepared for the next phase of education both within school and beyond.
- Very good opportunities to widen learning included older students being offered work experience placements and internships as an introduction to the world of work. Field trips, subject weeks and Enterprise Week supported and enriched the curriculum. The Foundation Stage curriculum was appropriate for young children and learning objectives were in line with developmentally appropriate practice.

- Connections between different subjects were evident in the curriculum planning. Curricular links were established through curriculum extension projects across the school. However, the consistent application of these links was less well embedded. In the better lessons, skills developed in one subject were used to support learning in others. For example, students used research to promote healthy lifestyles.
- The curriculum was regularly reviewed and developed to meet students' needs. For example, as a consequence of the review, the new science programmes of study that had been implemented had improved students' scientific skills. Clear account had been taken of UAE and Dubai priorities when planning the curriculum. Critical thinking opportunities had been created in all subjects and phases in support of National agenda targets.
- The UAE social studies curriculum was integrated and taught weekly. It was challenging and often provoked enquiry and further research. Students gained knowledge about the history of Dubai and the UAE, and developed an awareness of how different groups had contributed to the development of the country. The curriculum was aligned so students built on their knowledge as they progressed through each grade.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑

- The curriculum was modified to meet the needs of groups of students. Teachers modified planning to take account of the needs of students. However, these changes had not been sufficiently embedded to have full impact on learning. For example, students who were identified as gifted and talented were only occasionally offered extension activities. A few students received individual support from the specialist SEND teacher.
- A wide range of opportunities were offered which enriched many areas of the curriculum. Children in the Foundation Stage were offered opportunities to choose activities and older students were given many opportunities to be imaginative and use their initiative. For example, students in Year 3 and Year 4 had begun to develop their own class library. Entrepreneurial and creative skills were developed through numerous extra-curricular activities.
- Students had numerous opportunities to learn about Emirati culture and UAE society. Coherent learning experiences were embedded in many curriculum areas. This was particularly well developed in the Arabic curriculum where local Emirati guest speakers developed older students' understanding of local traditions and Emirati heritage. Younger students learned about the UAE through participating in local celebrations and festivities such as Eid, National Day and Flag Day.
- Children in FS 2 received a thirty-five minute session of Arabic each week. The sessions focused on greetings, letters of the alphabet and age appropriate songs and rhymes.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The quality of care and support for students was outstanding. The child protection policy was well known to all staff, published in the school handbook and part of new teacher orientation. Students and staff understood the bullying and cyber bullying policies and were aware of the consequences. These were also posted in the students' learning journals.
- The indoor and outdoor areas were all well maintained and checked daily. Student safety and hygiene were a priority. The arrangements to ensure health, safety and security were comprehensive and well-planned. All visitors were required to sign in and out and wear a visitor's badge. Bus arrival and dismissal and parent drop-off and pick-up were well supervised and orderly.
- The quality of maintenance and record keeping was detailed and up to date. Medical and incident reports were accurate and current, and included student vaccinations.
- The premises and facilities for staff and students were suitable. In general both indoor and outdoor areas had ample spaces for learning. The outdoor play and physical education areas were covered and all equipment was regularly checked for safety. Although there was no lift in the building, procedures were in place to transport any student who needed help to attend classes.
- Provision for and promotion of healthy living was a strong feature of the school. Students understood the importance of healthy food choices. This was evidenced by their snacks and lunches. The canteen also provided healthy food choices. The physical education curriculum supported the components of healthy living and student well-being was a priority for the school.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- The school was successful in managing students' behaviour and effective procedures were in place. Communication systems for dealing with any difficulties or highlighting positive behaviour were understood and implemented. Strong relationships between students and staff existed throughout the school. Staff and students were appreciative of each other's efforts to secure the best learning outcomes. This resulted in generally well managed classrooms.
- Staff had developed well established procedures which promoted students' attendance and punctuality. Consequently attendance was good and almost all students arrived at school on time. Improved punctuality to lessons had impacted positively on learning outcomes. Students were able to articulate why it was important to arrive on time and be prepared for learning.
- Staff identified students with SEND accurately and appropriately. The SEND specialists were able to provide their colleagues with the support and guidance needed to identify students with SEND and to help students learn effectively in class. Some high attaining students were identified as gifted and teachers were aware of student's individual talents.

- The one to one intervention programmes were a strength of the school. As a result, individual students on these programmes made quick progress. SEND staff gave students with SEND precise instructions regarding what to do if they had a problem and collected information on students' personal and academic development. Gifted and talented were given opportunities to extend their learning in some lessons.
- Well established systems were in place to monitor the well-being and academic development of different groups of students. Information gathered was used to provide effective personal and academic guidance. This was particularly effective for older students. It was used accurately to identify those who required support for examinations and university and career choices.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- The SEND team was well qualified and showed an accurate understanding of what constituted good provision for students. Senior leaders were aware of the key features of quality SEND provision. Plans were in place to ensure that the SEND department was represented at all senior management meetings.
- The school made use of a range of indicators, including well developed formative and summative assessment methods to appropriately identify the specific SEND needs of all students. Although individual plans identified targets for students, actions to support the targets were not embedded in all lessons.
- Parents stated that they were very well informed about the good progress their child made. They were very pleased with the communication links with the school which included regular emails and informal meetings. Information which identified the standards attained in different subjects was particularly welcomed.
- The curriculum was usually modified to ensure that students with SEND were suitably engaged. However, in some lessons, activities did not always match students' stages of development. In these lessons learning was adequate. When students received one to one support, learning was very effective and enabled them to independently take the next steps in learning.
- Appropriate tracking and monitoring was in place and applied, and the school was able to demonstrate how well students with SEND were achieving. In a small minority of lessons the accuracy of these evaluations was less secure. Good attainment and positive engagement were evident when students were fully involved in setting targets and identifying their own needs during lessons.

6. Leadership and management

The effectiveness of leadership

Very good ↑

- Leaders at all levels set a very clear strategic direction and were very ably led by the principal. The vision promoted was strongly rooted in the values of their Islamic faith. The curriculum and learning experiences were designed to reflect their aspirations. Clear connections had been made to the UAE National Agenda and Dubai's priorities.
- Leaders provided a continual focus on improving learning outcomes for students. The senior team worked effectively together. They had been successful in creating an inclusive school. Systems had been established to support all staff in learning from, and applying, best practice. The environment established by leaders was conducive to quality learning and promoted high aspirations for all students and their families.
- Effective and professional relationships were a key feature of the school. Responsibility and accountability were shared amongst leaders, underpinned by the strong direction of the principal. Difficulties were faced and overcome together in a way that responded sensitively to the needs of all stakeholders. A positive 'can do' attitude permeated all aspects of school life.
- The school's capacity to improve was demonstrated by the creation of teams such as the 'Aim High Raising Attainment Programme' and the 'Curriculum Development Group'. Working in this way strengthened the accuracy of judgements and enriched the leadership teams' knowledge of what was needed to improve learning. Plans to build the leadership capacity of subject leaders were yet to be implemented.
- Leaders worked hard to ensure compliance with all statutory and regulatory requirements. They worked in ways which reflected that the school was at the heart of the community. The strength of the community enabled accountability to be shared and successes to be celebrated collectively. New ways of working and identifying best practice were continuously being developed.

School self-evaluation and improvement planning

Good

- Systematic processes for self-evaluation were embedded and informed school improvement planning. Strengths and areas for improvement in the school were identified well. Follow up actions arising from the evaluations was less consistent. Data gained from internationally benchmarked assessments had not yet been fully aligned to other assessments and evaluations and this had prevented some necessary improvements from being identified.
- School leaders worked conscientiously to monitor the effectiveness of teaching and learning. Professional development and training programmes were tailored to match the outcomes of monitoring. The programmes included guidance on how to develop learning skills and promote student independence. The results and impact of training were not followed up or measured consistently.
- Improvement plans were comprehensive and wide ranging. They were based on detailed self-evaluation. Goals for improvement were set against the school's and UAE priorities. Success criteria of targets set were insufficiently rigorous and were not always time limited. As a result, improvements were not implemented consistently in every part of the school.

- Strong commitment to improvements and higher attainment over time was demonstrated by the school. Clear steps were taken to address recommendations from last year's report. As a result Islamic education had improved. Learning skills for the '21st century' were evident in many, but not all, classrooms. Although the school improvement process had improved, success criteria for the targets set required more rigorous definition.

Partnerships with parents and the community

Outstanding

- The school was highly successful in engaging parents as partners in their children's learning and in the life of the school. Parents spoke very warmly and with immense pride about the school. They were exceptionally well informed about national and school priorities. Parents exuded confidence that they were listened to and that any concerns would be addressed.
- Communication systems between parents and the school were very effective. There was a regular flow of emails. Family learning newsletters provided comprehensive information about different aspects of the curriculum. Workshops were held regularly to include parents in the use of different learning and teaching methodologies.
- Reports were sent regularly to parents and were well received by them. The learning summary included information about the attainment and progress made by their children. In addition, there was details of the knowledge acquired in different subjects. Suggestions in the reports about how students' skills could be developed were offered less consistently.
- By being so clearly established at the heart of the community it served, the school contributed significantly to the enrichment of learning for students and their families. The values that bind the community enabled them to drive and support sustained social contributions. The school, parents and community worked as one to make very effective contributions to the wider society.

Governance




Good

- Different groups within the school were well represented on the governing board. Weekly meetings were held by a core team. Specialist governors were used to contribute to particular initiatives and projects. Governors had secure knowledge about all aspects of school life. They met regularly with parents and other stakeholders to inform themselves about the impact of any decisions or policies.
- Detailed information gained by governors enabled them to hold the school leaders to account. They could identify the strengths and areas for development of the school. They were very supportive of initiatives that improved learning and were effective in resourcing them. Challenge and monitoring of the impact of those initiatives was less consistent.
- Decisions made by governors have had a direct impact on learning outcomes. Governors were successful in acting as custodians and ambassadors for the school's vision. The vision arose from the clear values which lay at the heart of the community. As a result a positive influence was exerted by governors on all aspects of school life. For example, great skill was displayed in the effective management of the finances.

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> Most aspects of the day to day management of the school were well organised. Timetabling was effective in supporting the delivery of good learning outcomes for students. Procedures and routines contributed to an orderly environment where there was a clear sense of purpose. Any information required was readily made available and concerns were addressed expeditiously. Staff members were suitably qualified and benefitted from good professional training. Development of leadership skills for teachers had a significant impact on the retention of staff. As a result, staff turnover had been reduced. Assessment information showed that teachers were effectively deployed to support student achievement. Training for teaching assistants was yet to have the same influence on improving learning outcomes. The environment supported teaching and learning. Good use had been made of constrained space. The capacity of the science laboratories to support students carrying out experiments was at its limits. The space constraints in some classrooms restricted opportunities for collaborative learning. Plans for a new school building to accommodate post-16 students had been approved. Learning technology resources had been purchased to match curriculum requirements and had promoted effective learning. In the best lessons teachers provided a range of creative and imaginative resources to stimulate thinking and support learning. The range of technologies to support mathematical learning was limited. 	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	164
	2014-2015	201
Teachers 	55	
Students 	46	

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

- A significant proportion of parents, almost all teachers and students aged 15 and over responded to the survey.
- All responses were very positive and exceptionally supportive of the quality of education provided by the school.
- Parents were very appreciative of the teaching, particularly in the higher grades.
- All surveys reported that the school was very well led and felt that concerns would be addressed effectively.
- All parents felt that the school provided a safe and secure learning environment which prepared their children well for the next stage of their education.

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