

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Ameen
Private School

Celebrating
10 years of
inspections

AL AMEEN PRIVATE SCHOOL

UK CURRICULUM

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School information

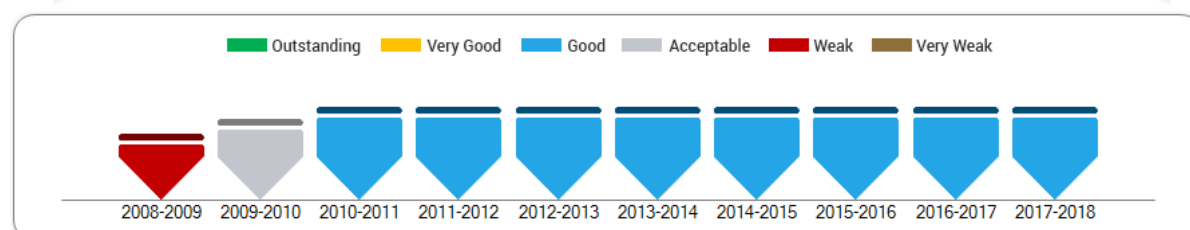
General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1985
Website	www.msduhai.com
Telephone	00971-4-2677100
Address	Al Nahda / 2 P.O. BOX 94550
Principal	Zahabiya Juzer Moiz
Principal - Date appointed	8/1/2016
Language of instruction	English
Inspection dates	30 October- 1 November 2017

Teachers / Support staff	
Number of teachers	57
Largest nationality group of teachers	Indian
Number of teaching assistants	16
Teacher-student ratio	1:12
Number of guidance counsellors	0
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	3-16
Grades or year groups	FS1-Year 11
Number of students on roll	688
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	23
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGSCE, Cambridge Checkpoint
Accreditation	CIE-UK
National Agenda benchmark tests	GL, ISA

School Journey for Al Ameen Private School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Al Ameen Private School was inspected by DSIB from 30 October to 01 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is increasingly achieving its vision, shared with parents and governors, to develop students' learning and sense of global citizenship. Devolved leadership is enhancing the school's capacity to innovate through adjusting the curriculum. Leaders are managing the increased student numbers in the Foundation Stage (FS) very effectively. A structured programme of teacher professional development is impacting positively on students' learning.

Students' achievement

The school is maintaining high levels of student attainment in external examinations particularly in mathematics and science. It is also maintaining the improvements achieved last year, in attainment in the FS and in both students' attainment and progress in mathematics and science in the primary phase. Increasingly students are demonstrating their abilities to apply their learning in the 'real world' context.

Students' personal and social development, and their innovation skills

Students respond very positively when taking on responsibilities within the school. This is evident through high quality student-led assemblies across all phases focusing on social and moral responsibility and global citizenship. Students show considerable creativity, problem-solving and communication skills through developing individual and group projects. However, these opportunities are not fully integrated into class activities.

Teaching and assessment

Teachers have appropriate subject knowledge and apply this well to meet the requirements of units of study. A minority of teachers across the phases successfully engage students in developing high order critical thinking skills. Teachers' track student progress rigorously but are not fully effective in using the school's high quality assessment information to plan for challenging learning outcomes for all students.

Curriculum

The curriculum is planned very effectively ensuring smooth transitions as students move through the school. Innovative projects are increasingly being developed, particularly at the upper primary and secondary phases. These are most effective when they are evaluated for impact on learners. This informs the school's ability to integrate imaginative learning opportunities within class activities and provide suitable challenge for students.

The protection, care, guidance and support of students

The school provides excellent protection for students within a very caring environment where respect and sense of community are paramount. Teachers are committed to supporting students' needs. However, activities are not always sufficiently challenging for students who are gifted and talented or provide specifically targeted support for students with special educational needs and disabilities (SEND).

What the school does best

- The inclusive sense of school community and its impact on developing students' values and their sense of social responsibility
- The engagement of parents with the school and its effect on the pastoral care and support for students' learning
- The collaboration between the Board of Governors and school leaders resulting in enhanced professional development of teachers and curriculum adaptation
- The academic performance of students in external examinations in mathematics and science.







Key recommendations

- Increase opportunities for students to apply their learning skills in class, including leading learning.
- Plan and deliver learning activities that meet fully the needs of gifted and talented students and students with SEND.

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	Very good	Very good	Very good
	Progress	Good	Very good	Very good
Science 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very 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	Very good	Good	Good

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in the National Agenda Parameter (N.A.P) in English, mathematics and science is above expectations.
- The school meets the registration requirements for the N.A.P.
- The school's National Agenda information impacts on clear strategic developments, in the action plan targeted at raising the quality of teaching and students' attainment.
- The analysis of all the data is thorough and identifies strengths and weaknesses. This information is used by teachers to personalise their planning.
- The thorough analysis, undertaken by the school, has enabled adaptation of the curriculum to meet the demands of TIMSS and PISA.
- The focus on critical thinking and problem solving is an improving feature of lessons and it is impacting on students' learning. It is a strong feature in mathematics.
- Lessons are focused on the engagement of students through critical thinking. Their research skills are enhanced through the use of technology and innovative project work.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- Moral education is taught in weekly sessions, supplemented by additional input through the integration of moral education themes in lessons or through assemblies.
- Teaching covers relevant topics, such as values, character building and empathy. Moral dilemmas, difficult scenarios and respecting differing opinions are promoted, especially with older students.
- Consideration of different points of view is a feature of lessons although younger students find this more difficult. Parental involvement in lessons is established.
- Assessment is at a developmental stage; displays show the work that students complete. The school is aware that recording work in lessons is still limited.

The school's implementation of the UAE moral educations programme is developing.

Social Studies

- The social studies curriculum is planned across the year groups and is integrated with the humanities provision, effectively linking UAE history, geography, culture and heritage.
- Teaching, whilst backed by clear and detailed planning, does not always provide activities to meets students' needs and allow for extended discussion and debate.
- Students increasingly apply critically based research. Improvements are resulting from a recognition that students were not being selective enough in using the information gathered from technology sources.
- Social studies outcomes are assessed using formative methods, including peer and self-evaluation and also summative checklists.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- The school is increasing its focus on developing students' independent learning skills across all phases. This is most consistently applied in science and mathematics.
- Students show leadership through the student council, school assemblies, class mentors and by initiating and organising activities to raise funds for charitable purposes.
- Teachers are developing students' critical thinking and creativity. Project work is stronger than class activities showing quality application of skills, particularly in mathematics and science.
- Curricular initiatives are impacting positively on student engagement and creativity. These are at various stages of being evaluated and introduced across the phases.
- The coordinator supports innovation and informs teachers' professional development. Parents support reading initiatives, and activities related to the UAE.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good

- In Islamic education, the school's internal assessment data show students' attainment is very good. However, lesson observations and work scrutiny indicate that students' attainment is good across all phases.
- A majority of primary and secondary students' knowledge, skills, and understanding are above curriculum standards. Students know the key principles of faith and worship in Islam. Their understanding of Seerah is strong and they can link Islamic concepts well.
- Secondary students can make connections between their learning and the real world and apply it to their own lives. Students show progressive skills in linking Hadith and Holy Qur'an verses to the subject they are studying.

For development

- Improve the ability to provide meaningful explanation of the verses being read.


		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good

- The majority of students achieve above curriculum standards in Arabic as an additional language. They progress well, particularly in the primary phase, compared to their individual starting points. Their achievements approach mastery levels in listening. Secondary students show well-developed reading comprehension.
- Students' listening and reading are the strongest skills across the two phases. Students' speaking skills are limited to short conversations because of a lack of practice. Writing skills are still at early stage of developing because teachers have low expectations and do not provide work at a sufficiently high level for students.

- Students' reading, listening and speaking skills are strongest in the primary phase. This particular group of students has started to write extensively, while in the secondary schools, students' writing skills are not as well developed.

For development


- Provide opportunities for students to speak and write independently across the two phases.

		Foundation Stage	Primary	Secondary
English 	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good

- Children make a strong start in the FS, where early writing is often teacher led. Attainment, measured by external assessment, shows that a large majority of students need to develop their language skills more rapidly. In the secondary phase the results from external examinations are very good.
- Whole school literacy is improving due to the increasing importance given to extended writing, reading and inferential skills in all subjects. Intervention strategies successfully raise standards in reading. Spelling, punctuation and grammar are well developed across the school.
- All students show competence when deconstructing text types and writing their own. Most students have rich vocabulary but are inconsistent in employing this in speech. More able students do not always work quickly enough or at a sufficiently challenging level.

For development

- Ensure the more able students work at an appropriate level of challenge.
- Strengthen students' individual language skills by planning and assessing work presented orally in preparation for their next steps in education.


		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Very good	Very good	Very good
	Progress	Good	Very good	Very good

- Attainment is very good across all the three phases with some variability reflecting the ability levels of the cohort. While progress is equally strong in the primary and secondary phases, children in the FS, do not always achieve their potential.
- A strength in mathematics is the students' ability to think critically and apply their understanding of mathematical processes to solving problems associated with real life situations. Inconsistencies remain in the challenge provided for the more able students.

- The ability of the students to apply their knowledge to problem solving is having an impact on their attainment as evidenced in their performance on the TIMSS and PISA tests. In the FS, this is strongest in structured play.

For development

- Ensure all students who are high attaining in mathematics are sufficiently challenged in order to fulfil their potential.
- Develop more opportunities for FS children to use the mathematical skills acquired in structured play in their classroom activities.

		Foundation Stage	Primary	Secondary
	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

- In the FS, children are developing their understanding of scientific concepts very well for their age. Across the phases students consistently achieve very good standards in both internal and external examinations. Secondary students' achievements in IGCSE are outstanding.
- Students conduct practical investigations, discuss what they are doing and use this information to predict an outcome. However, they are often unable to move beyond simple predictions to apply critical thinking and hypothesising techniques due to the lack of opportunities.
- Students respond very well to opportunities for extended discussion and writing, leading to higher attainment. They are increasingly benefiting from the use of information and communication technology (ICT) and participation in innovative projects, which support the application of their knowledge, creativity and problem-solving skills.

For development

- Provide opportunities for students to develop their own explanations and hypotheses, and to plan investigations.

	Foundation Stage	Primary	Secondary
Learning Skills	Very good	Good	Good

- Students show real enjoyment in their lessons, listen carefully and want to apply what they have learned. They are encouraged to show independence in their work, starting in the FS where children make a very good start to their learning.
- In class, students enjoy working together, discussing their ideas and collaborating in pairs or co-operating on group presentations. They share their ideas and findings with confidence when they have opportunities to do so.

- Students enthusiastically carry out research tasks to support their classwork, especially in science and in mathematics. They make good use of learning technology but less well developed is their ability to think broadly around a problem and draw reasoned conclusions.

For development

- Extend learning skills applied in mathematical problem solving and scientific experiments across other subjects and encourage all students to develop their critical thinking skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students have very positive attitudes towards learning. They are open and respond well to critical feedback provided by their teachers and peers. Students' positive behaviour helps in creating a harmonious learning community. Bullying incidents are very rare in the school.
- Students are aware of their needs and differences, and thus they help each other and provide support to their peers and students with SEND, whenever possible. Students have positive and respectful relationships with their peers and school staff.
- Students understand the importance of safe and healthy living. They make wise choices about healthy lifestyles, especially towards food choices and exercising. Students' attendance across the school is good. They are usually punctual, arriving to school and lessons on time.

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

- Students across the school have a deep appreciation of Islamic values. They also have an understanding of how these Islamic values influence the everyday life of the UAE.
- Students have a very clear understanding of UAE culture. They show respect for Emirati heritage and culture through participating in various national events. They understand the diversity of UAE and how this diversity impacts positively on them.
- Students demonstrate a deep understanding of their own culture. They also show appreciation of world cultures through participating in international events. Nevertheless, their understanding of world cultures is still developing.

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

- Across all phases, students participate in different activities willingly. This includes participating in volunteering activities that have a positive impact on both the school and local communities.
- Students demonstrate a very positive work ethic. They are willing to learn and follow instructions. They are also eager to take leading roles in projects when given the opportunity.
- Students actively participate in environmental activities such as recycling projects and worldwide environmental days. They understand the importance of conservation in protecting and improving the environment.

For development

- Encourage students to initiate and plan for projects and enterprise activities that have a positive impact on the school and the wider community.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- There is no significant difference in the quality of teaching between phases. It is strongest when teachers help students make connections with other areas of learning, including real life applications. This is most consistent in the teaching of mathematics.
- Teachers' subject knowledge and their ability to communicate it are strong throughout the school. Teaching is more variable in creating opportunities for students to learn independently. In the best lessons, students led aspects of learning often based on personal research.
- Teachers' awareness of how students learn and the importance of skilled questioning are improving due to recent professional development. This is beginning to have an impact in the majority of lessons. In the FS, teachers have an increasing awareness of the importance of learning through play.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- Assessment across all phases is very good. Internal assessment processes at school level are coherent and triangulate with all the data from internal and external benchmark tests. This information is shared with all stakeholders to enhance support for students' learning.
- School leaders are data informed as a result of the in-depth analysis of all assessment information. Using this information they plan modifications to the curriculum and adaptations to teaching in order to improve areas of perceived weakness.
- Since the last inspection the school has introduced CAT4 test information to help inform teachers' planning. Lesson plans are increasingly identifying different groups of learners. However, classwork is not consistently challenging and supporting all students.

For development

- Ensure that all teachers are using CAT4 to personalise learning objectives to fully challenge and meet the needs of students.

4. Curriculum

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

- Curriculum design and implementation are very good in all phases. The curriculum is compliant with the English National Curriculum and MoE requirements. The FS curriculum places an emphasis on children accessing and choosing activities and resources for themselves, with free choice sessions. Students leave school well prepared for entry into higher education.
- Transition between phases is strengthened by specially designed project work that consolidates students' learning and social skills. A mapping of curriculum coverage and associated skills is shared with teachers, who ensure knowledge gained in one area is applied to another.
- Initiatives, introduced following a curriculum review, are developing students' critical thinking skills. Another focus is to encourage students to take more responsibility for their own learning. Too few students raise questions that challenge their peers or teachers.

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

- The curriculum has new modifications. 'No Pens Day' provides opportunities for all subject teachers to provide discussion and debates, practical and creative learning to develop cross curricular and twenty-first century skills.
- All students participate in enrichment activities, making choices to develop their creative, sporting and social interests. Projects and visits add to students' academic and personal development. Students' entrepreneurial skills generate funds for charity through writing and publishing storybooks.
- New elements to the curriculum contribute to a positive impact on students' understanding of moral and Islamic values. Adaptation to the teaching of reading and extension to a whole school writing project is too recent to evaluate.
- Arabic is taught in the Foundation Stage through a weekly session of 35 minutes.

For development

- Build on the opportunities within the curriculum where students work together to become critical thinkers, ask searching questions and resolve challenging problems.

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 school has rigorous safety and child protection procedures during school time and on buses. All staff are aware of the child protection policy. The school also takes very effective measures in protecting students from abuse, bullying, and cyber-bullying.
- The school building and equipment are maintained in an excellent manner. Designated staff responds to and records all incidents and accidents. The school takes appropriate account of the lack of a school lift to support accessibility for students.
- The school effectively promotes a safe and healthy lifestyle. It monitors food options provided in the school canteen and is raising students' awareness towards the importance of adopting a healthy lifestyle. This includes full participation in Dubai Fitness Challenge.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Good	Good

- Respectful relationships ensure a caring environment. Small incidents of poor behaviour are managed very effectively, and counselling and support are arranged where needed. Accurate attendance and punctuality records are maintained, and followed up speedily with families if instances of concern are noted.
- The needs of students with SEND are efficiently identified enhancing support in class and individually. The identification of gifted and talented students is not leading to sufficient challenge. Overall, the quality of support enables most students to make good progress.
- Students' personal development, confidence and social skills are fostered well, especially in the FS. Supportive transfer arrangements ensure smooth transition between phases and senior students receive work experience opportunities and good careers guidance.

For development

- Ensure that students who are gifted and talented are identified and steps taken to provide them with effective challenge and support.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The inclusive action education team is well led by the inclusion champion and fully supported by the inclusion governor. The SEN room provides a valuable additional resource and is used well as a learning centre for individual student support.
- Identification procedures are rigorous with a range of well-planned support activated promptly. Individual education plans (IEPs) provide a full outline of students' learning needs and subject knowledge to be acquired. However, they do not provide specific sharply focused improvement targets.
- Parents are very closely involved in their children's development from the identification of needs to regular reviews of their progress. Specialist staff are readily available to offer advice and support, especially on how parents can help their children at home.
- Support from well-trained learning support assistants (LSAs) enhances students' learning skills and independence well. There are inconsistencies across the school in how effectively teachers plan tasks in lessons to match students' needs.
- Progress is tracked effectively, and the majority of students make good progress from their different starting points in developing their academic and personal skills, especially those who receive specialist support.

For development

- Monitor lessons to ensure teachers make consistent effective use of IEPs to plan lessons that fully meet students' needs and accelerate their progress.
- Refine IEP targets to form clear, sharp targets and increase students' involvement in the creation and review of these targets.

6. Leadership and management

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

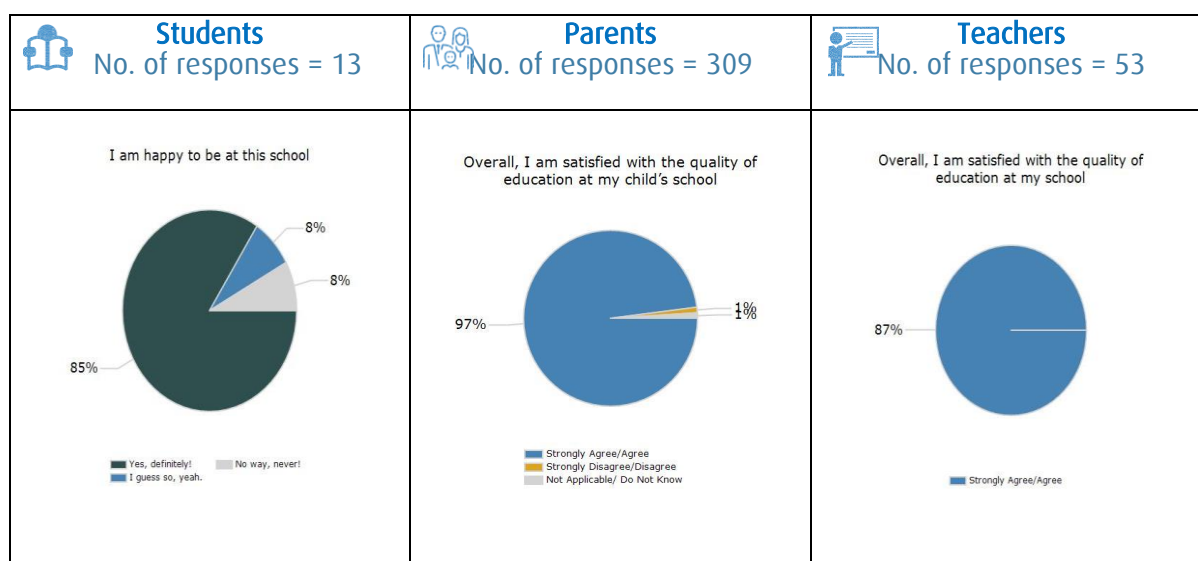
- The principal is successfully encouraging devolved leadership across the school. This is driving forward school developments including supporting the planning across the phases. Leaders are focusing on improving teaching and learning. School leaders are maintaining high levels of student attainment in external examinations while enhancing students' capacities as learners and their sense of global citizenship.
- School leaders, parents and governors rigorously analyse student performance including monitoring UAE national agenda targets. Leaders regularly observe teaching and learning. They do not measure sufficiently the quality of students' learning. Action plans address the recommendations from the last report. However, the plans do not address the pace of implementation and the impact in achieving these priorities.
- The school regularly ensures high quality communication with parents. As a result, parents have a highly developed understanding of the school's internal assessment processes and their children's performance in both internal and external examinations. Parents contribute significantly to the community based ethos of the school. Parents and members of the local community are increasingly supporting learning in the classroom.
- The governing board supports and challenges leaders through meetings, analysis of attainment data and inputs from the board's academic adviser. Governors regularly seek parental views and have parental membership on the governing board. They do not systematically gather the views of the wider parent body to inform decision-making. The governing board ensures sufficient resources and staffing to support the increased student numbers.
- Resources are generally matched well to students' needs, including students with SEND. A structured professional development and review programme is focusing on student-centred learning. In the FS this is most evident during structured play. An increase in using learning technology in lessons is supported by students bringing in their own devices (BYOD). This is enhancing opportunities for research and enquiry.




For development

- Refine the school's approach to self-evaluation, including lesson observations, to focus on students' learning and to ensure sufficient evaluation of the progress being made to meet school priorities.
- Build on the capacity of parents to influence the work of the school by regularly and formally gathering the views of the wider parental body and report on how this is impacting on the work of the school.

The views of parents, teachers and senior 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.



 Students	<p>Almost all of the small numbers of student respondents are pleased or very pleased with all aspects of school life. Students are particularly positive about their understanding of Islamic values and the quality of their learning resulting from effective teaching. Inspection findings support these views.</p>
 Parents	<p>Almost all parents who returned the survey, indicate high levels of satisfaction with the school. Parents of children with SEND feel informed and think their children are well supported within a welcoming and caring school. Inspection findings support these views. A few parents are concerned about the progress made in developing children's learning skills and do not feel that teachers always know their children's strengths and weaknesses.</p>
 Teachers	<p>Teachers who responded to the survey are very positive about the school. All feel that the school is well led and almost all think that school leaders listen to parents and act on their views. Inspection findings do not support teachers' views that there is consistently high quality support for students' independent learning skills, including using learning technologies.</p>

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