

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

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Al Mawakeb  
School - Al  
Garhoud

Celebrating  
10 years of  
inspections

AL MAWAKEB SCHOOL - AL GARHOUD

AMERICAN CURRICULUM

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## School information

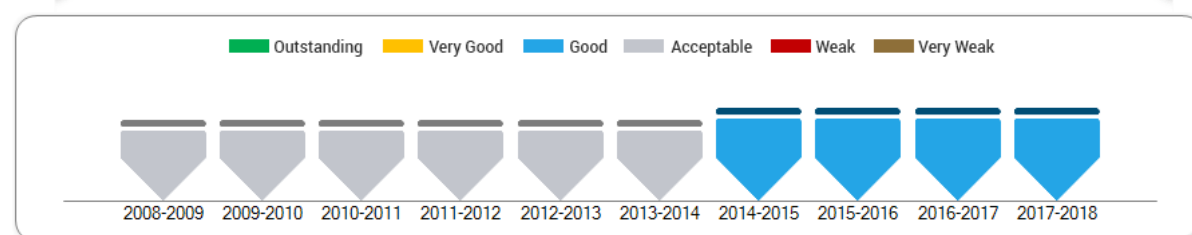
General information	
Location	Al Garhoud
Type of school	Private
Opening year of school	1979
Website	www.almawakeb.sch.ae
Telephone	0097142851415
Address	Al Garhoud - Dubai UAE. P.O.Box 10799
Principal	Omar Hatoum
Principal - Date appointed	2/27/2017
Language of instruction	English
Inspection dates	15 to 18 January 2018

Teachers / Support staff	
Number of teachers	158
Largest nationality group of teachers	Lebanese
Number of teaching assistants	10
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	9%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2559
Number of children in pre-kindergarten	0
Number of Emirati students	365
Number of students with SEND	42
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	US
Main curriculum	US /California
External tests and examinations	CAT 4, MAP, PSAT, SAT
Accreditation	NEASC (Candidate)
National Agenda benchmark tests	MAP

### School Journey for Al Mawakeb School - Al Garhoud



## 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.

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

## Summary of inspection findings 2017-2018

**Al Mawakeb School - Al Garhoud** was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

Leaders have set a clear direction for improvement. The school's self-evaluation reflects the leaders' fairly accurate views of teaching and learning but not of students' achievement levels. The school has established strong relationships with parents. The board of governors has effective working relations with school leaders, but there is a need to make its role clearer. Management is efficient, but premises, facilities and resources require further development.

### Students' achievement

Students demonstrate at least good achievement levels across all subjects and phases of the school. Students' attainment in Islamic education has improved in middle school, and so has their achievement in Arabic as an additional language in the elementary school. Students' progress is very good in high school English, mathematics and science as a result of very good teaching.

### Students' personal and social development, and their innovation skills

Students exhibit excellent attitudes and behavior across all phases. They are very welcoming and helpful. Their understanding of Islamic values, Emirati society and world cultures is strong as a consequence of rich curriculum activities. The many environmental and community initiatives that students have led or participated in have improved their personal and social responsibility.

### Teaching and assessment

Teaching is effective across all subjects and phases. The better teaching practices in the high school have resulted in improved achievement levels. Planning is a strong aspect of teaching, but the quality of delivery is variable. Assessment results are analyzed, and information is used to modify the curriculum and instruction. However, there is still a significant gap between internal and external assessment information.

### Curriculum

The curriculum is generally aligned with U.S. requirements and expectations. However, some subjects are omitted, particularly arts, music and physical education. The curriculum is enriched to support better understanding of Emirati culture. Although the curriculum is reviewed regularly, modifications have not led to improved outcomes for certain groups of students, such as students with special educational needs and disabilities (SEND) and those who are gifted and talented.

### The protection, care, guidance and support of students

The school provides a very safe and secure environment for students and staff. Healthy living is promoted, and the management of attendance and punctuality is improving over time. The quality of personal, social and emotional support provided for students by the school counselors is good. Students with SEND are not making good progress due to the lack of effective support from the SEND department.

### What the school does best

- The warm relationships that prevail across the whole school community, and the family ethos which has ensured high levels of collaboration among all stakeholders
- The students' personal and social development, particularly their excellent behavior, positive attitudes and willingness to help others
- The effectiveness of teaching in the high school and the resulting progress in the majority of key subjects
- The school's provision for a safe environment for all students, the well-maintained buildings and grounds, and the effective promotion of healthy living.

### Key recommendations

- Enhance the effectiveness of teaching and raise students' achievement levels by using information from internal, external and international assessments to:
  - incorporate differentiation more systematically and consistently in the classroom to meet the needs of all students
  - develop students' critical thinking and problem-solving skills
  - provide students with independent learning experiences.
- Ensure that the board of governors has representation of all stakeholders and that it sets clear lines of accountability across the school.
- Improve the progress of students with SEND by:
  - developing the leadership and the staffing of the SEND department
  - implementing a systematic identification process upon entry and within the school
  - enhancing the quality of individual educational plans (IEPs) to include students' identified needs, the support they receive and the tracking of their progress
  - consistently implementing effective curriculum modifications within the classrooms.
- Develop the school's premises, facilities and resources to ensure that:
  - classroom environments support effective individualized learning
  - students have regular access to technology to support their independent and collaborative learning
  - students improve their research and inquiry-based skills.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Good
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
English 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
Mathematics 	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Very good	Very good
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
		KG	Elementary	Middle	High
Learning skills		Good	Good	Good	Good



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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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



## 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:**

- Students' attainment is below expectations in English, mathematics and science on the National Agenda Parameter (N.A.P.) benchmark test.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- The National Agenda action plan contains key strategies to meet the school's targets. The leadership understands the value of the N.A.P. data analysis.
- The CAT 4 data are analyzed thoroughly. Teachers use the information provided to modify instruction to meet students' needs, but this is not applied consistently across the school.
- The school has aligned its curriculum content and skills to PISA and TIMSS for relevant subjects and grade levels. The N.A.P. test results are being used to influence curriculum modifications.
- The N.A.P. and CAT4 results have had an impact on teaching strategies. Teachers regularly involve students in problem solving, critical thinking, open-ended investigation and inquiry.
- Most students have a good understanding of their N.A.P. individual reports and use the data to set personal targets. Students use the library and learning technologies to support their research.

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

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation**

- The school leadership is aware of the achievement gaps in subject areas between Emirati and non-Emirati students. The school provides an inclusive learning environment that fully embraces all students, including Emirati students. CAT4 data show some gaps in students' potential in Grades 3, 4, 6 and 9.
- Emirati students are within the average range in all areas of CAT4 with the exception of verbal reasoning in Grade 6. Teachers do not use CAT4 results in their lesson planning, and Emirati students are not fully aware of ways to improve their learning outcomes.
- English Language Development (ELD) staff are effective at providing Emirati students appropriate support when needed. However, instruction and support are not sufficiently focused on verbal reasoning to improve their achievement.

**The school's provision for raising the achievement of Emirati students meets expectations.**

### Moral Education

- Moral education is well integrated into the curriculum through discrete lessons, assemblies and relevant activities in other subjects. Lessons are taught in both English and Arabic.
- Teachers follow the scope and sequence of the units. They are beginning to personalize and differentiate the activities to engage and challenge all students.
- Students share their experiences and thoughts about the topics. They sometimes explore the concepts in ways that lead to growth in their thinking and behaviors.
- Students' progress is regularly assessed through knowledge-based tests. Discussions and projects are sometimes used to evaluate how students feel, think and act.

**The school's implementation of the UAE moral education program is developing.**

### Social Studies

- The school offers UAE social studies in Arabic and English as a discrete subject. The program follows the Ministry of Education (MOE) curriculum and establishes strong links to other subjects, such as Islamic education and English.
- Teachers have thorough subject knowledge and sufficiently engage students in lessons. They sometimes develop students' higher-order thinking skills.
- Students work well independently and collaboratively. They make some valid connections between areas of learning.
- Assessments are consistent and generally linked to the UAE social studies curriculum standards. However, the data are not always used to inform teaching and planning.

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



### Innovation in Education

- High school students demonstrate better critical thinking and problem-solving skills than students in the lower phases. There is a limited use of technology for innovation in the elementary and middle schools.
- Students are active in the innovation club and STEM program. They present their science projects with confidence inside and outside the school.
- Lesson plans include opportunities for critical thinking, independent learning and innovation. However, these are not consistently evident in the actual delivery of lessons.
- The focus on innovation is increasing as a result of the establishment of an 'innovation club'. The school encourages students to enter their innovative designs into local competitions.
- Leaders are committed to promoting innovation. However, opportunities to develop the skills of innovation are inconsistent across the school and are not available to most students.

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

## Main inspection report


### 1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good

- The majority of students attain levels of skills, knowledge and understanding of Islamic laws that are above curriculum expectations. Students make good progress over time in lessons. Older students can refer to different sources and inquire using valid research methods. Their application of Islamic concepts in their daily lives has improved.
- Students' progress is better than good where the topics are more challenging and interesting. Students carry out research well but do not get consistent opportunities to do so. They make good links to real-life contexts.
- The school has introduced new teaching and learning strategies which have had a positive impact on students' levels of engagement. In the middle school, the Islamic department has created a writing booklet to help students improve their research skills.

#### For development

- Provide students with consistent opportunities to carry out independent research, especially in elementary school.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Good

- Students' internal assessment results and classwork reflect good achievement levels. The majority of students across the phases exhibit levels of knowledge, skills and understanding that exceed expectations. In the middle school, a large majority of students make better than expected progress.
- Students' speaking, reading comprehension and literary analysis skills exceed expectations. They can analyze various literary genres in the middle and high schools. In the elementary school, they respond to fiction and non-fiction text critically. Most students speak with high levels of confidence using correct language. Students' writing skills are developing steadily.
- Recent improvements in the teaching, learning and assessment practices have had a positive impact on students' learning outcomes in the middle school.

#### For development

- Ensure that students' writing skills develop as rapidly as their other language skills.


		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good ↑	Good	Good

- The majority of students demonstrate levels of knowledge, skills and understanding that exceed the curriculum expectations. Students in all grade levels make good progress over time.
- Students across the phases have developed good listening and reading comprehension skills. They respond well to oral instructions and understand written text. They have developed their speaking skills, but their writing skills are underdeveloped.
- Improved teaching and assessment practices have had a positive impact on students' achievements across the phases, particularly in the elementary school.

#### For development

- Provide more opportunities for students to develop their writing skills in all the phases.




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

- Elementary school students develop academic vocabulary well, using context clues, whereas middle school students make inferences and draw conclusions resulting in good attainment and progress. High school students integrate technology as they develop critical thinking skills in writing and literary analysis, resulting in very good progress.
- Elementary school students are making progress in drawing conclusions. Students in the middle school are integrating critical thinking into textual analysis, using context clues and writing with a specific purpose. High school students integrate higher-order thinking skills throughout literature analysis, multi-dimensional writing, research initiatives and class discussions.
- Better teaching has led to improved progress in the high school. The range of available books in classroom libraries is insufficient to improve students' reading and enhance their independent learning.

#### For development


- Increase opportunities and resources to support student choice and independent learning in all aspects of students' work.

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

- Students' achievement is strongest in the high school where they are able to use their higher-order thinking skills. In the elementary school, students use manipulatives well as they develop their ability to apply mathematical concepts in practical situations.
- Students in all phases demonstrate mental mathematical skills when they solve both algorithms and word problems. When given the opportunity to use mathematical skills in cross-curricular activities, students demonstrate their secure mathematical understanding. Their inquiry skills are underdeveloped in all the phases.
- In this academic year, middle and high school students have started to respond well to increased levels of challenge.

#### For development

- Improve students' achievement levels in the elementary school by developing their higher-order thinking skills through more challenging tasks.

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

- Although students' attainment on external benchmarks is low in the elementary and middle schools, their attainment is stronger in lessons. In the high school, students make very good progress as evident in their validated internal assessment data.
- Students discuss their work confidently across all phases using accurate scientific vocabulary. In many lessons in the lower grades, students' progress is hindered by the lack of technology to support research and independent learning.
- The focus on the scientific method to support inquiry-based practical work has accelerated students' progress, particularly in the high school. The increased opportunities to review scientific articles to extract and analyze information is contributing to improvements in students' verbal reasoning.

#### For development

- In all the phases, provide more opportunities for students to use technology to enhance their research and independent learning skills.

	KG	Elementary	Middle	High
Learning Skills	Good	Good	Good	Good

- Students in all phases are excited to learn, are engaged in lessons and are eager to improve. They are developing skills in making inferences, drawing conclusions and solving problems. Their critical thinking is evident in the high school, emerging in the middle school and developing in the elementary school.
- Students assume leadership roles and take total responsibility for extra-curricular activities that connect their learning to contemporary issues. A large majority of students eagerly participate in a wide range of activities that deepen their understanding of community and global cultures.
- Students show strong ability to critique, discuss, and present with confidence when sharing understanding of their learning with peers. The development of research skills is limited in the elementary and middle schools by the lack of technology.

#### For development

- Share the best practice of high school teachers in integrating technology into lessons to improve students' learning skills across the school.

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

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

- Students across grades exhibit highly positive and responsible attitudes. The well-established family ethos of the school nurtures strong relationships among students and staff.
- Students routinely show independence and maturity. They are courteous and respectful at all times to adults and peers and are highly disciplined. They understand the importance of maintaining healthy lifestyles and benefit from the numerous opportunities provided by the school to develop socially and emotionally.
- The positive school culture is contributing to improvements in students' conduct, attitudes and personal development, especially in the elementary school.

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

- Students demonstrate high appreciation of Islamic values. They show strong understanding of the role of mosques and the importance of the Five Pillars of Islam. In the KG, children initiate activities such as the 'Manners Ambassadors'.
- The UAE identity has a high profile in the school, which is evident in students' art work. Students can discuss the developments that occurred in Dubai in the past, in-depth. They participate enthusiastically in all events to celebrate the UAE culture.
- Students are very proud of living in a diverse society. They show deep appreciation of the different cultures and nationalities in Dubai.



	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Very good	Very good	Very good	Very good

- Students contribute actively to the life of the school through volunteer activities, such as helping people of determination through the 'Awladouna' project. In the KG, children's direct involvement with the community is less evident. Students' environmental awareness is strong in all the phases.
- The community service club promotes many activities. Students lead on some effective sustainability schemes. They are very creative in growing plants in recycled containers around the school.
- The innovation club provides some students with opportunities to develop their innovative skills. They participate actively in ample creative team projects. Students are keen to lead in conferences and contribute in exhibitions. KG children are creative in making up new rules for games.

#### For development

- Increase students' active participation in school clubs.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Good	Good	Very good ↑

- Teachers in all phases show strong subject knowledge. They prepare well for lessons by designing and implementing activities that engage students in learning and in applying diverse collaborative strategies. High school teaching is better because it enables greater student independence and stronger development of higher-order thinking skills.
- Although teachers' lesson plans include opportunities for critical thinking, problem solving, inquiry and investigation, the delivery of lessons is inconsistently focused on those aspects. Differentiation of instruction is evident in the better lessons but is not well embedded in all subjects.
- The school provides regular professional development for teachers on a wide range of topics which has improved their practices, particularly in the high school. However, the school does not provide targeted professional development based on individual teachers' needs.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school assessment processes are effective across the phases. In the KG, the lack of analysis of data hinders teachers' ability to identify curriculum gaps and trends and patterns in students' attainment and progress.
- Teachers provide students with useful verbal and written feedback. In lessons, students use rubrics effectively for self and peer-assessment. The provision of challenge for the high-achieving students and those with SEND is inconsistent across the school.
- Teachers' use of data analysis, including the analysis of CAT4 data, enables them to plan modifications to the curriculum that meet the needs of all students. However, the implementation of these plans is inconsistent. Internal assessments lack the rigor required to produce reliable and valid data in some subjects.

#### For development

- Make better use of the data analyses to inform differentiation of instruction across all the subjects and phases.

## 4. Curriculum

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

- In all phases, the curriculum is well designed and mostly meets the U.S. curriculum requirements. The high school curriculum offers elective courses to meet students' interests and aspirations. The KG curriculum is not as developed as that of the other phases, especially in arts and science.
- The curriculum ensures a balanced development of students' knowledge and skills across all key subjects. Teachers and middle leaders review the curriculum regularly, and this has led to ongoing enrichment. Cross-curricular activities are evident in the planning and the implementation of the curriculum.
- The school continues to work towards the goal of integrating the California State Standards into all subjects and phases. Critical thinking is not embedded in all aspects of the curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The modification of the curriculum to meet the learning needs of all students is not consistent, because not all teachers implement it effectively. The modifications for students with SEND are not always challenging or enriching enough.
- The curriculum is enhanced by activities and initiatives that support student engagement in all grade levels of the school. Some students are involved in innovative projects outside the subjects.
- The school maintains a good learning environment for students, making strong links with the values of the UAE. Students acquire and share knowledge of local traditions through Islamic education and Arabic classes and through cultural days.
- The school offers daily 75 minutes of Arabic instruction in the KG. The program is well designed and is in line with the school curriculum for Arabic.

#### For development

- Ensure that the curriculum contains sufficient opportunities to develop students' critical thinking in the subjects.
- Provide well-designed professional development on a continuous basis to equip classroom teachers with the skills needed to adapt the curriculum to meet the learning needs of the different groups of students.

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

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

- The school provides a safe environment for all students. The building and grounds are well maintained. Students know who to refer to when they face a problem, and they are confident their concerns will be taken seriously.
- The school implements comprehensive safety procedures which ensure students' safety and security in all areas of the school. Staff understand their responsibilities in reporting child abuse and in taking action if a child is bullied.
- The school has improved its safety measures. However, there are insufficient accommodations for students with SEND, such as accessible bathrooms or a lift to the first floor.



	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff manage students' behavior in a positive and nurturing manner, following a well-written discipline policy. The school maintains very good levels of attendance and has improved punctuality across all phases.
- The needs of students with SEND are identified on entry or when they experience difficulties in lessons. Identification of gifted and talented students occurs through a review of test results and by referrals from teachers. Lesson accommodations are provided at varying levels of effectiveness.
- Counsellors provide effective guidance and support in personal and social areas for students throughout the school. Students are guided well through their college applications and life choices.

#### For development

- Improve the effectiveness of the support students with SEND receive in the main lessons.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Acceptable ↓

- The school leadership is committed to the provision of an inclusive ethos which is reflected in increased investment in the resources to meet the needs of students with SEND. However, strategic planning has not fully addressed the underdeveloped classroom practice.
- Identification processes upon entry and within the school are generally appropriate. However, the low number of students identified with SEND indicates they are not fully effective. IEPs lack sufficient details to support teachers and to track students' progress over time.
- Parents appreciate the ongoing support and the updates they and their children receive from the SEND staff. Although parents communicate with the school leaders and specialist teachers regarding their children's learning, they receive insufficient guidance on effective strategies for guiding their children at home.
- The implementation of specific support strategies and curriculum modification within classrooms continues to be variable. The limited teaching experience of the inclusion team and the lack of systematic monitoring are restricting the impact of any adjustments to meet the learning needs of students with SEND.
- Students with SEND are generally well supported socially and emotionally. However, the inconsistent classroom practice and the variability of the support they get hinder their progress. Consequently, they only make acceptable progress.

### For development

- Ensure that the IEPs include clear guidance to support effective instruction.
- Improve the arrangements for monitoring the implementation of IEP targets.
- Improve the identification processes at entry and within the school.

## 6. Leadership and management

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

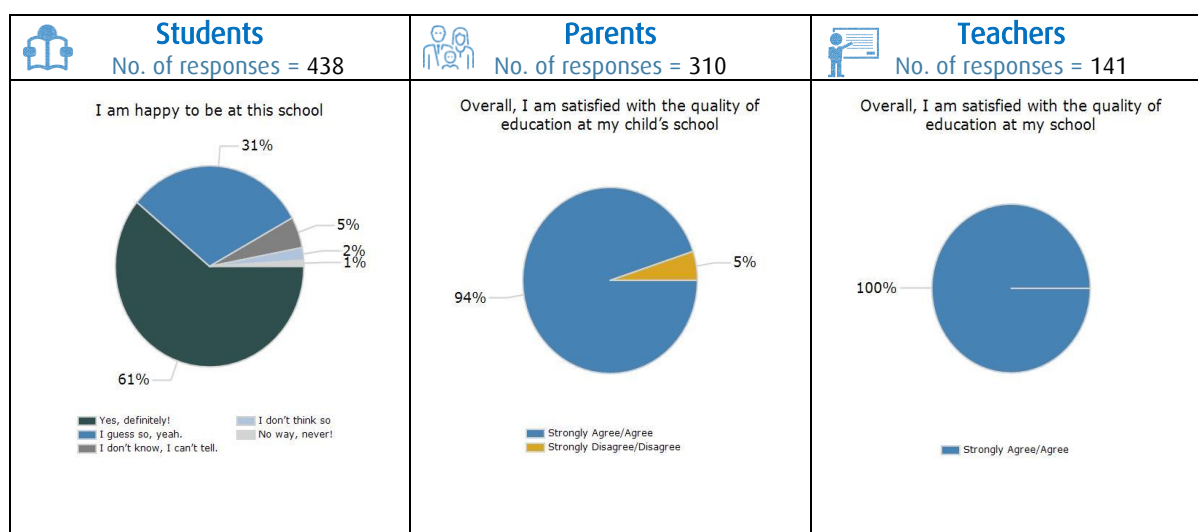
- School leaders have set a clear direction for ongoing improvement. The high level of collaboration and professional communication between leaders and teachers has ensured the sustainability of effective provision and the steady improvement of students' outcomes. The leadership is committed to develop a fully inclusive ethos. However, support for students with SEND and those with gifts and talents is limited.
- The school has applied comprehensive processes for self-evaluation and improvement planning. School leaders monitor the effectiveness of teaching and learning fairly accurately. However, their views of students' achievement are less accurate. Their improvement plans are based on the results of internal and external evaluations of the school's performance. The school lacks a long-term strategic vision.
- Parents are very supportive of the school and participate actively in its life. Although they have no formal body to voice their suggestions and concerns, the effective home-school communication channels have ensured their participation in their children's learning. The report cards do not provide sufficient description of students' strengths and areas for development. The school uses its connections with the community to promote students' personal and social development.
- The governing board ensures that different views are gathered and taken into consideration when making decisions. However, the board lacks the representation of all stakeholders. The board and school leaders have productive relationships, but the lines of accountability are not always clear. The board has recently introduced a formal process for appraising the principal's performance but has not ensured that the classrooms are conducive to personalized learning.
- The day-to-day procedures of the school are carried out smoothly. Most staff hold appropriate university degrees, but only a minority of teachers possess teaching qualifications. Good quality professional development is provided, but it is not individualized enough. School premises are kept in good condition. However, the library, the science laboratories and the learning technology resources do not sufficiently support students' research and inquiry-based learning.




### For development

- Improve the rigor and accuracy of evaluating students' achievements in each subject.
- Ensure that all stakeholders are represented on the governing board and that the board sets clear and defined lines of accountability for the school's performance.
- Update the library resources, science laboratory equipment and learning technology to support students' research and inquiry-based learning.

## 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.



 <b>Students</b>	<p>Most students who have responded to the survey indicate that they belong to a friendly and welcoming school community. Almost one quarter of them do not think they can make a difference at school. Most of them believe that teachers and leaders support them well in their learning. The inspection team mostly supports these views but does not completely agree about the quality of support, particularly for identified groups of students.</p>
 <b>Parents</b>	<p>Almost all the surveyed parents are satisfied with the quality of education provided by the school. Most of them report that the school has helped their children develop independent learning skills. A minority of them believe that the school does not provide high-quality counseling. The inspection team findings do not fully agree with these opinions.</p>
 <b>Teachers</b>	<p>Almost all teachers who have responded to the survey are happy to work at the school. They believe that the school community is characterized by trust, strong relationships and collegiality. Most of them report that the school is well led and that the professional development experiences help them become better teachers. The inspection findings concur with these views.</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](mailto:inspection@khda.gov.ae)