




Al Mawakeb School - Br

 Curriculum: US

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	1999
Website	www.almawakeb.sch.ae
Telephone	00971-4-3478288
Address	Al Barsha - Dubai U.A.E P.O.Box 35001
Principal	Moussa Chahbaz
Language of instruction	English
Inspection dates	a 6 to 9 March 2017

Teachers / Support staff

Number of teachers	159
Largest nationality group of teachers	Lebanese
Number of teaching assistants	21
Teacher-student ratio	1:17
Number of guidance counsellors	2
Teacher turnover	9%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2761
Number of children in pre-kindergarten	209
Number of Emirati students	679
Number of students with SEND	53
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	US
Main curriculum	US / MOE
External tests and examinations	MAP; SAT1; CAT4; PSAT; TOEFL; IELTS
Accreditation	NA
National Agenda benchmark tests	CAT4



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.

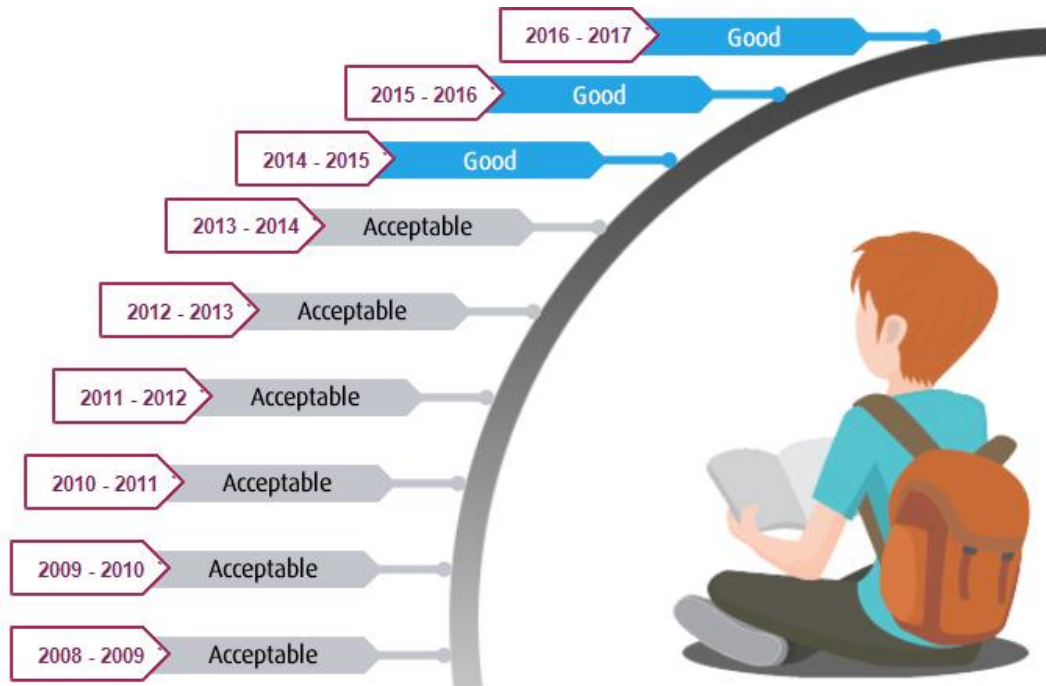
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Al Mawakeb School - Br



- Al Mawakeb School opened in 1999. At the time of the inspection, the school had 2761 students aged from 3 to 17 years, an increase of 52 students from the previous year. The principal has been fully in post since 2017. Teacher turnover at the time of the inspection was 9%, significantly less than the previous year.
- The previous inspection reports have acknowledged strengths in students' personal and social development and their positive attitudes towards learning. Further strengths noted improving attainment and progress in Islamic education, English, mathematics and science across all phases.
- Recommendations from the same period of time focused on the need to improve the quality and consistency of teaching across all subjects. This included planning for different abilities and more opportunities for critical thinking and problem solving. Improvements regarding the further development of provision for students with special educational and disabilities were also key recommendations.

Summary of inspection findings 2016-2017



Al Mawakeb School - Br was inspected by DSIB from 6 to 9 March 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.

- Attainment and progress are good in Islamic education, English, mathematics and science. In both Arabic languages, progress is good across all phases but attainment in the high school is still acceptable. Attainment is also acceptable in the middle school for students studying Arabic as an additional language. Positive attitudes to learning are key features with students' ability to innovative, and be entrepreneurial, developing well in each phase of the school.
- Across the school, students have a strong sense of personal responsibility and a very good understanding of Islamic values and community involvement.
- Teaching is good across all phases of the school. The use of assessment information to influence and support students' learning is developing and more effectively applied in middle and high. The school is working to ensure that assessments are beginning to be more fully aligned to the curriculum.
- The curriculum is broad, balanced and effective in developing students' knowledge, skills and understanding. Further development is necessary to ensure that students in high have a full choice of electives.
- The school is fully aware of all requirements for the health and safety of all within the school community. There are clear procedures in place for the care, welfare and support of students. Mutual respect, trust and confidence describe interactions between staff and students.
- As an inclusive school, there is a strong will and determination among leaders and staff to improve the school further. Systematic procedures for self-evaluation support the school's understanding of its strengths and areas that require further development. Parents state that the school responds positively to their concerns, while governors are supportive of the school and hold the leadership to account. Management, facilities and resources are successful in ensuring the smooth day-to-day running of the school.

What the school does best

- The inclusive ethos and caring environment.
- Students' personal and social development, their Islamic values and their innovation skills.
- The attractive displays across the school, many developed by students, that celebrate students' work and enhances their learning.
- The wide range of extra-curricular activities, most of which are generated and driven by students.

Recommendations

- Improve leadership and management by:
 - clarifying middle leadership roles, and by providing sufficient capacity and time for leaders and teachers to raise standards of learning, teaching, attainment and progress
 - ensuring governance has greater representation from parents.
- Further improve teaching by:
 - delivering lessons that consistently and appropriately challenge all students, especially the most able students.
- Ensure fully aligned external and internal measures are used effectively to:
 - evaluate students' progress accurately against curriculum expectations
 - identify groups of students needing more support and challenge and plan activities to address their needs.
 - Continue to implement the required changes in the high school to align with the requirements of the school's authorised/licensed curriculum.

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 their targets:

- Attainment based on the National Agenda Parameter benchmark tests is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter
- Data analysis for the National Agenda Parameter is developing over time. There is alignment of recent MAP data in conjunction with internal assessments and in conjunction with alignment to the Common Core Curriculum. The alignment of CAT4 data alongside MAP data is in progress. However, the impact of such analysis is not uniformly visible in some lessons. Training has been provided to teachers in interpreting and using data effectively.
- The school adjusts the type and quality of questions in response to TIMSS and PISA expectations as well as those arising from chosen benchmark tests. This results in a better focus on questions with strong links to other subjects and real life practical applications. As a result, increased challenge is part of many lessons. In English the emphasis is on reading and ability to interpret this critically for questions in mathematics and science.
- Effective links are also in place between English, mathematics and science with respect to subject specific vocabulary and subject content. Many teachers use a wide variety of questions to ensure understanding and ability. In better lessons self-directed learning is evident when students lead lessons and group work facilitates student thinking and discussion. This arises as a result of improved questioning skills by teachers as well as teaching strategies that facilitate better learning skills in lessons. There is some awareness among students and parents of their children's results in National Agenda Parameter tests which is currently being incorporated into the school reports to parents.
- There are good opportunities for enhancement of research skills through the STEM exhibitions as well as online learning opportunities for students. This allows students to extend learning outside of school by enhanced use of ICT as a research and learning support mechanism.

Overall, the school's improvement towards achieving its National Agenda target is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school leaders have developed a learning environment that is motivating students to develop new ideas in their learning. They respond with enthusiasm for projects in the school and the wider community, resulting in students being successful contributors and providing role models for others. Across most subjects the curriculum provides some opportunity for innovative learning. However, lesson plans do not always include opportunities for critical thinking, problem solving and other innovation skills. There are many examples seen in extra-curricular activities of students using their critical thinking skills for contributions to community initiatives.

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 ↑	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
English 	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good
Mathematics 	Attainment	Good	Good	Good	Good ↑
	Progress	Good	Good	Good	Good
Science 	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good ↑	Good	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	Good
Assessment	Acceptable	Acceptable	Good	Good

4. Curriculum

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


Main inspection report



1. Students' achievement

 KG		
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	Good	Good

- The children make good progress in English and achieve a good level of attainment for additional language learners. Children listen attentively and follow instructions in class and during group activities. Although most are eager to speak in class, a minority of children struggle to speak in complete sentences. A majority of children can identify and write all letters of the alphabet, pronouncing corresponding sounds and writing in simple sentences. Children in KG read high frequency words and blend sounds to read short 3 and 4 letter words.
- In math, a majority of children demonstrate a good understanding of concepts and skills that are above curriculum standards. By KG2 children can count and write to 100 and add and subtract numbers. They use language of equal to, more than and less than and can recognize and name geometric shapes using models and real objects. Children make good progress in relation to their assessed starting points and as measured against the learning objectives in lessons.
- In science, attainment and progress are good. Children understand the differences between living and non-living things through studying the life cycle of a chicken. Older kindergarten children explain what is needed for them to grow and what plants need to grow. Children study transportation and have a good understanding of the negative effects of pollution on the environment. Enquiry and investigative skills are developing in this phase.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Good ↑	Good ↑
Mathematics	Good	Good
Science	Good ↑	Good ↑

- In Islamic education the majority of students are attaining levels that are above curriculum expectations. Students have a good knowledge and understanding of Islamic manners, such as neighbours' rights. They can speak with confidence about the Pillars of Islam and Iman, and demonstrate respect for the qualities of the Prophet Mohammed (PBUH). They use appropriate Islamic supplications and they can memorize verses of Holy Qur'an applying appropriate recitation skills. In lessons and in their recent work, the majority of students make better than expected progress as measured against the learning objectives.
- In Arabic as a first language, the majority of students attain levels that are above the MoE curriculum standards. In lessons, students show well-developed skills in reading and read with fluency, comprehension, and understanding. Speaking skills are also strong with students able to speak with confidence using standard Arabic. Writing skills are less secure. In lessons and in their recent work, the majority of students make better progress in listening, reading and responding than they do with their written work. Progress is acceptable in this subject for students with special educational needs and disabilities (SEND) and the more able.
- In Arabic as an additional language the majority of students demonstrate levels that are above curriculum expectations. They follow instructions in Arabic, understanding the main points from short passages and applying their learning in dramatic dialogues. In writing, they use their knowledge of grammar and vocabulary with appropriate use of masculine and feminine words. Dictation skills are strong. Good progress is made by the majority of students in relation to their individual starting points and especially with the skills of speaking and writing.
- Students' attainment and progress in English as measured against the school's curriculum are good. However, classroom observations and work scrutiny reveal higher levels of achievement than that reflected in external exams. Students make faster progress when given opportunities for effective student-centred group work, applying their skills of listening, speaking and explaining what they are learning. Older students are able to plan out a story map. They can analyse and identify key features of literary and non-literary texts.
- In mathematics, students have well-developed mental skills and can create effective links between mathematics topics, for example, in identifying simple fractions from simple 2D shapes. Lesson observations and work scrutiny show good progress especially in relation to students' knowledge and understanding of mathematical concepts. Their ability to extend this to real life applications is developing well. While the majority of students exceed expectations, higher ability groups are not sufficiently challenged.

- Students' attainment and progress as measured against the school's curriculum standards indicate that the majority are performing above age-related standards in science. Students carry out basic laboratory practical work with teacher direction. They express their ideas and understanding clearly, often using the correct scientific terms. Attainment and progress over the past three years are both improving.

Middle		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Good ↑	Good
Arabic as an additional language	Acceptable	Good ↑
English	Good ↑	Good ↑
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of students are attaining levels that are above curriculum standards. Most display good levels of critical thinking, for example, in Grade 6 they can discuss the significance of the Battle of Mount Uhud and give reasons behind Islamic laws, acts of worship such as respect and love for the Holy Qur'an. Students are able to refer to, and explain, the meaning of prescribed Hadeeths, showing good application of the rules of recitation. Tracking systems in lessons show that students make progress that is above expectations.
- In Arabic as a first language, the majority of students attain levels of knowledge and skills that are above MoE curriculum standards. In lessons, students have well-developed reading comprehension, listening and speaking skills. Independent writing and hand writing are developing skills. Better than expected progress is displayed in lessons, especially with the skills of listening and reading for understanding. In their written work, students respond appropriately to information texts using the correct grammatical features as well as making expected progress in acquiring and applying new vocabulary in their written work.
- In Arabic as an additional language, most students attain levels that are in line with curriculum expectations. In reading most can identify the main points and answer simple questions with audio-visual texts, while some require additional prompting. Most students are able to write a few short sentences without too many spelling errors although the use of singular and plural language is less secure. In speaking, students are able to describe daily activities but only a few are able to express personal viewpoints fluently. The majority of students make better than expected progress from their starting points.
- In English, the majority of students are working at levels above curriculum standards for their age group. They are being challenged to use higher order thinking skills to understand language structures and literary technique. Work scrutiny illustrates developing sophistication in writing with students able to analyse and discuss poetry and communicate their views to others. Attainment trends over the past three years show improvement with students consistently above the curriculum and comparative national standards.

- In mathematics the majority of students are making progress beyond curriculum expectations. This is because of well-established abilities to understand and apply mathematical knowledge to a wide variety of challenging tasks. Students are secure in data handling, as well as using data to make reliable predictions for a variety of industries, including tourism projections for EXPO 2020. Trends over time, in internal assessments, are rising. More able students are able to extend their understanding of key topics beyond pre-set questions, leading to better than expected mathematical thinking skills.
- In science, students' attainment and progress as measured against the school's standards indicate that the majority are above curriculum expectations. In the classroom, students are actively engaged in learning and developing effective enquiry and investigative skills. They relate their learning to real-life situations and make clear connections between subject areas. For example, students studying electromagnetic waves can differentiate between the different types and uses. Attainment trends over the past three years show improvement with students working consistently above the curriculum and comparative national standards.

High		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Acceptable	Good ↑
English	Good	Good
Mathematics	Good ↑	Good
Science	Good	Good

- In Islamic education, the attainment of the majority of students against curriculum standards is good. They demonstrate a mature knowledge and understanding of Islamic manners, morals and values. In Holy Qur'an memorization and recitation skills, they apply the appropriate rules, referring to Islamic laws from the Holy Qur'an and Hadeeths, and explaining their reasons. Students make links to current issues in the world, such as the importance of tolerance and the danger of illegal drugs. In lessons and their recent work, the majority of students make progress that is above curriculum expectations.
- In Arabic as a first language, internal assessment and lessons indicate attainment that is in line with the MoE curriculum standards. Students' attainment in reading and listening skills are secure although speaking and independent writing skills are less developed. In lessons and in their work, the majority of students make noticeable gains in acquiring and applying grammatical skills, building new vocabulary and responding to written texts. They are slowly developing fluency with speaking and independent creative writing skills. Girls make better progress than boys.

- In Arabic as an additional language, most students demonstrate attainment levels that are in line with curriculum standards. Students understand facts in spoken familiar texts, answer direct questions and take part in a simple conversations. Most are able to write short texts although spelling is less secure. They are able to identify specific details and personal opinions in written familiar texts. They read short texts, applying their knowledge of grammar, including present, past, and future events. For the majority of students, progress is above expectations with particular confidence in speaking and listening skills.
- In English, the quality of student discussion and writing at the high school level illustrates levels of attainment and progress above curriculum expectations. Students take part in speeches and debates and use modern technology, such as videos and computer based learning, to support their ideas and enhance their presentation skills. They are able to express their opinions with enthusiasm and clarity. The majority are able to write poetry with sensitivity as well as write a narratives in the style of T.S. Eliot.
- In mathematics there is improved overall attainment because of well-established good progress over time. The majority of students make above expected progress against curriculum standards. They display better than expected ability to apply secure knowledge and understanding to challenging questions, many relating specifically to other subjects and real life applications. In their work, many students have a challenging sequence of questions that link well to previous topics. This enables them to make good progress over time. There is scope, however, to improve this challenge for students who find this subject more difficult.
- In internal and external science tests, the majority of students attain levels of knowledge, skills and understanding that are above curriculum standards. In lessons, most are able to differentiate between cause and correlation and make claims about specific causes and their effects. They apply statistics and probability when answering scientific questions. Students develop effective investigation skills in laboratory settings. They express their ideas and understanding clearly with an easy grasp of scientific vocabulary. Attainment and progress trends over the past three years show improvement.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- The majority of students consistently exhibit a genuine interest in learning and take responsibility for staying focused in lessons. They are mostly self-reliant and motivated. Towards the end of most lessons, students complete exit slips reflecting on their learning. Through this and in other ways, they are able to identify their own strengths and areas for improvement.
- Students collaborate with each other and communicate their learning well. For example, in pairs, Grade 4 students analyse each other's work about non-fiction stories and respectfully exchange views on their partner's content and opinions. After an activity such as this, students confidently present and critique each other's work as a whole class activity.
- There are many opportunities created for learning to relate to and improve students' understanding of the wider world. This is seen across a range of subjects including the sciences and humanities. Quite often, this is linked to broadening students' understanding and appreciation of Dubai and the UAE. Cross-curricular themes are also explicitly planned and frequently explored. Students are adept in making appropriate connections.

- Students frequently use ICT for the purposes of research and document creation. Across all phases, students are able to analyse, apply, create and evaluate at an age-appropriate level because planning and teaching reinforces higher order thinking. As an example, members of a Grade 4 class displayed mature academic and social skills as they criticised innovative, futuristic design ideas in a science lesson.

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

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

- In all phases, children and students have very positive attitudes and welcome ideas for their on-going development. They are confident communicators and show strong resilience in meeting challenges. Their positive attitudes are a considerable asset to the school because these make a strong contribution to the ethos of a caring and supportive place in which to be educated.
- Almost all students are very well behaved in lessons. This enhances lesson activity and contributes very well to the mainly successful outcomes. Between lessons, however, there is some occasional low level disruption among a few students, which has a negative impact on the self-discipline of some.
- Relationships are very good across the school. There is a high level of self and mutual respect among students. Students are very respectful of their teachers and other adults in the school. This contributes very well to the school's positive and productive learning environment.
- Students promote the adoption of healthy lifestyles through student-generated displays on school corridors. These complement school advice on healthy eating and physical activity very well. There is a high level of physical activity during break times and participation in extra-curricular activities, many of which are organised by students.
- Attendance is very good across the phases and is best in middle and high school. There is some lateness in the morning arrivals.

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

- Students and children in KG have secure knowledge about Islamic practices such as the Five Pillars of Islam and Ramadan. Their appreciation of Islamic values such as family values and respect is secure. High school students are able to discuss in depth a variety of issues on the values of Islam in UAE contemporary society, such as tolerance, acceptance and the role of women in Islam.

- Students are very knowledgeable about the heritage, culture and the UAE initiatives, for example the Year of Giving. They participate in a range of cultural activities for instance, National Day celebration and charity events. Their innovation skills are improving, for example, in high school, where students have initiated and led activities linked with developing food banks for the needy. Students have an understanding and appreciation of the wealth of leadership in the UAE.
- Students have a well-developed understanding and appreciation of their own and other world cultures. They describe the aspects which are similar to, and different from, their own cultures. They show experience and knowledge of cultural diversity including art, food, and dress, being aware of common and different features between cultures.

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

- Students have a clear understanding of their responsibilities as members of the school. Many students take leadership roles, such as taking part in the school council and contributing ideas for school improvement. They are proactive in volunteering to support the most vulnerable locally, and internationally, by making collections for the people of Syria and Yemen.
- Students demonstrate a positive work ethic. They enjoy coming to school and are very proud of their work. Middle and high school students take responsibility in supporting their elementary school peers in reading skills. They initiate and manage projects involving art and dance clubs, and talking stations. Students have innovative ideas but their entrepreneurship skills are still developing.
- In all phases, students demonstrate caring attitudes towards the school environment. They participate in 'Go Green Days' and art exhibitions using recycling materials. They create and maintain green space in the plant project. Their knowledge of environment issues is well-developed. However, initiatives on more sustained environmental projects is still developing.

3. Teaching and assessment

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

- Teachers apply secure subject knowledge in their planning and, as a result, students make good progress across the taught curriculum. Most teachers recognise that students learn in different ways. They accommodate this in their approaches in lessons, ensuring that there is variety of provision to engage students with different learning style preferences.
- Most lesson plans are well constructed to a common format within the subject. They are aligned to the common core curriculum and illustrate progression over time. Teachers select those resources that will best suit their needs in helping students to meet learning objectives. Teachers generally have high expectations and plan accordingly although, occasionally, some teachers plan too many activities for the time available.

- Teachers build excellent relationships with groups of students and levels of rapport are high. The resulting confidence that students demonstrate, both in themselves and in their teachers, is a strength of the school. Probing questioning often promotes higher order processing and considered responses from students. However, some teachers do not allow enough thinking time for students to respond during question and answer sessions.
- Most teachers are aware of the differing learning needs of students and they plan accordingly. Those with SEND are both accommodated and effectively supported in lesson planning and delivery. However, in lessons, there is not always enough focus on fully meeting the needs of all groups of students and particularly the most able, who are occasionally not sufficiently challenged.
- Students are routinely exposed to problem-solving activities in lessons and are often encouraged to think critically; to analyse, apply, and create and occasionally to evaluate. Teachers plan in-class and extra-curricular activities that successfully promote innovation alongside skills in independent and collaborative learning. The effective use of ICT in lessons is most prevalent higher up the school.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Good	Good

- Assessment data, both formative and summative, are used to modify the teaching of the curriculum, particularly where adaptations are needed for groups of students. The assessment data provides valuable information about attainment, progress and students' academic development.
- Results from the external benchmark tests, MAP and CAT4 are used to identify strengths and areas of development in student performance, as well as make adaptations to the curriculum in Grades 4, 6 and 8. Internal and external benchmark tests are used to modify weaknesses in curriculum in all subject areas.
- The school analyses its internal data, together with external data and insight from self-assessments to get an overview of individual student performance. Assessment policies are clear and detailed, ensuring consistency of analysis on student progress across each subject teaching faculty.
- All assessment data is analysed in detail to make appropriate adaptations to the curriculum and to teaching. However, the data are not always fully used to measure students' progress accurately against curriculum expectations or to identify students who need more support and challenge.
- Teachers have a good knowledge of the strengths and weaknesses of most of their students. Assessment for learning is a major strength of the middle and high school with overall quality of feedback to the students of a high standard. The feedback that is given to individual students, both written and orally, is of a positive nature and an encouragement to them.

4. Curriculum

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

- The curriculum has a clear rationale and is based on shared values. It provides a good balance of knowledge, skills and understanding with the unique feature of a trilingual kindergarten continuing to Grade 12. Statutory requirements are met and exceeded by teaching Arabic B throughout the school. However, the requirements of the authorized US curriculum are not met in the high school.
- Careful curriculum planning ensures continuity and progression in all subjects and across all phases. Although lesson plans account for the varying needs of most students, differentiation of the curriculum is not a regular feature in the delivery of lessons. Older students are mostly well prepared for their next phase of education or the world of work.
- Most students have opportunities to make choices within their classes and by participating in a wide range of extra-curricular activities that are purposely linked to specific curriculum standards. Limited elective class choices restrict older students from pursuing further study in chosen career pathways or to develop their talents, interests and aspirations.
- Meaningful and well planned cross-curricular links enhance students' transfer of learning between subjects. Links are strong in science, math, Islamic education and English. The integrated KG curriculum contains cross-curricular links in all subjects. The curriculum provides good opportunities for independent learning, research and critical thinking, especially for older students.
- The school regularly reviews the curriculum, incorporating suggestions from subject and grade level teacher teams, parents and students. Decisions take into account the analysis of assessment data and the impact of the content on students' learning. Changes to the curriculum are well considered and meet the needs of most groups of students.
- The school incorporates the Ministry of Education UAE social studies curriculum standards into its curriculum. This provides students with the knowledge, skills and understanding of UAE history and geography. Teachers have good subject knowledge and therefore teaching of social studies extends opportunities for comparing the UAE with other countries. In one lesson during the inspection, good use was made of technology to compare the Burj Khalifa with other towers across the world. Students are interested and engaged with what they are learning and are able to communicate this enthusiastically with each other. The links across the curriculum, although mainly in geography and history, help to make learning meaningful. Students' work is assessed regularly throughout the year and includes assessments of their projects.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is designed and modified as necessary to ensure the full engagement and challenge for students of all abilities. Personal learning plans are in place for students who need more structure and individual learning programmes. Cross-curricular links with other core subjects are included in lesson plans.
- The curriculum is interesting, offering a range of opportunities and designed to motivate students. Students engage in activities that promote enterprise, innovation, and creativity. Carefully planned activities give students opportunities to work with the local community. The bottle wall garden, food bank, and the "STEM Robotics and Innovation Exhibition" are just a few examples of activities that allow students to extend their learning and interests.

Innovative and coherent learning experiences are embedded through all aspects of the curriculum and extra-curricular activities to enable all students to develop an understanding of the UAE society and Emirate culture. In Islamic education, a research supplement is added to enhance the MoE curriculum.

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

- Child protection policies are carefully stated and shared with all staff. Students know and feel secure within the school premises and each phase has a fully staffed clinic. Anti-bullying lessons and documentation are fully understood by students and there is clear communication with parents.
- There are well-defined and carefully implemented procedures to ensure that the welfare of the students is a priority. For example, the KG nurse checks the temperature of each child, each day. Bus loading and unloading is carefully monitored and laboratory safety is maintained.
- Routine maintenance checks are carried out and records are meticulously kept. Medical staff are vigilant in their care of students and relevant medical information is shared with staff in the school. Medication is kept in a locked room. The buildings are clean and safe.
- The school is well designed to meet the needs of students. Each phase and both genders have fully equipped classrooms and support facilities. New ramps improve access for less mobile students and facilitate the movement of heavy school bags. However, the concrete sills around many windows lack a soft covering to protect students and adults when they are outside.
- Students are well aware of safety issues and expectations in the school. They are interested in healthy lifestyle living and the curriculum methodically supports and enhances healthy living.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Staff and students work harmoniously at the school as a result of respectful attitudes. Behaviour is monitored well. Most incidents of student misconduct are dealt with efficiently and fairly in the context of a policy which encourages good behaviour. Staff praise good behaviour consistently and, as a result, students generally follow rules without prompting or over-supervision.
- Attendance at the school is very well managed through efficient systems and because parents and students value education. The school is monitoring patterns of absence and lateness very well and is keeping parents informed of emerging patterns of non-attendance. As a result, almost all students arrive punctually and lessons start on time.
- Initial screening on entry and monitoring of progress identifies most student who have SEND. The school and parents rely heavily, but not exclusively, on external expert detailed diagnosis of need. The school is at the early stages of identifying students who are gifted and talented. It is beginning to use new data available in this process to supplement additional information gathered.
- Most students with SEND are well supported in their learning. Teachers and counsellors monitor the pastoral needs of students well, resulting in students with SEND enjoying school. Extra-curricular activities, such as science and innovation fairs, give opportunities for students with gifts and talents to deepen their learning although this aspect is much less evident in lessons.
- Almost all students confidently seek guidance from their staff. The school is committed to ensuring that students' problems and anxieties are rapidly and sensitively addressed. Careers guidance and assistance for students considering higher education are well developed in high school, and the recent initiative to involve school alumni in raising awareness of opportunities is increasing levels of student ambition.

Inclusion

Provision and outcomes for students with SEND

Good 

- The leadership capacity of the SEND Department has developed through a focus on increased resources. As a result, leaders are more able to monitor the progress of students and react quickly should problems occur. The SEND Policy is up to date and leaders work diligently to apply it and translate it into improved outcomes for students.
- Most students who have SEND are accurately identified with regard to category of need. Although the school and parents rely heavily on external diagnosis, staff are increasingly able to use their own knowledge to develop personalised targets for students and advice for parents. Systems are developing to use the available measures of ability and attainment to identify more accurately under-performance and possible specific difficulties such as dyslexia.

- Almost all parents consider themselves to be integral to their children's education as provided by the school. They value the service given by the counsellors, although sometimes communication directly with class teachers is not seamless or convenient. Parents do not always feel that they have enough knowledge or awareness about learning disabilities and value the recent opportunities to talk informally with each other and learn alongside teachers.
- The leaders promote and encourage teachers to differentiate the curriculum for SEND students but, in many lessons, differentiation is not immediately apparent other than in planning documents. However, the staff receive a good level of advice from counsellors about how to meet the needs of individuals. They have access to helpful data which, alongside a growing awareness of its importance, is developing their ability to personalise approaches for students.
- The majority of students with SEND make better than expected progress in most subjects and staff regularly monitor individual plans. However, assessment of the learning of key concepts in lessons is inconsistent across phases and subjects. This sometimes impairs the opportunity for teachers to respond quickly to gaps in learning. Progress in small withdrawal classes is very good because the sessions are skilfully planned and resources closely match learning needs

6. Leadership and management

The effectiveness of leadership

Good

- All leaders are enthusiastic and committed to a shared vision of academic improvement, personal growth and continual school improvement in this community school. Leaders communicate their views to staff so that all take responsibility for impact across the school.
- Leaders have secure knowledge of the best practices in teaching and learning and are making adjustments to the curriculum in line with its expectations. The school is inclusive and effective in establishing a positive learning culture and in achieving high standards in students' personal development.
- Relationships are professional and morale in the school is very positive. The senior leaders are clear about their responsibilities of monitoring and evaluating students' achievements across all phases of the school and this has brought about improvements. Middle leadership roles are in place but the responsibilities attached to these are not clearly defined.
- Leaders are constantly seeking ways to adapt and extend their professional skills in order to ensure that the school continues to improve. They work together to improve systems within school and accommodate and support all staff in order to sustain improvement.
- There has been success in improving aspects of the school as a result of changes made by the leaders and a commitment to moving the school forward. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

School self-evaluation and improvement planning

Good

- Self-evaluation using both internal and external data is increasingly used in the school improvement planning but is inconsistent in practice. Even though heads of department are aware of the strengths and areas for improvement of the school they are not all secure about using the data to inform planning.
- Effective monitoring ensures that there is an appropriate evaluation of teaching and learning and impact on students' achievements. Performance management procedures are in place to ensure all staff meet the expectations of teaching and the consequent influence on attainment and progress in most subjects.
- School improvement plans are prepared on the basis of a sufficiently wide range of suitable evidence. The plans have appropriate targets which are linked clearly to students' outcomes. Recent improvement plans have brought about significant advancement in the work of the school.
- Staff are actively involved in implementing strategies for improvement. Middle leaders are making steps forward in developing their roles and making improvements. As a result, there has been significant progress in addressing the recommendations from the previous inspection.

Partnerships with parents and the community

Good

- A large majority of parents feel involved in the life of the school. They value opportunities to contribute and try to support the school and students, particularly when invited to events. Parents contribute to important initiatives in the school although the school generally asks for their opinions changes and initiatives rather than formally involving them in generating strategic plans.
- The parents and school use a wide variety of methods to communicate with each other that generally ensures that there is an efficient flow of timely information. Most parents believe that the school deals with problems well and they are able to meet senior leaders quickly if required. The school keeps parents well informed of school initiatives, events and successes.
- The school reports regularly to parents on students' attainment and progress. Most parents understand the reports, which also give a valuable insight into personal and social skills and abilities. However, the use of scores and data is becoming too complex and, as a result, some parents need assistance in understanding their children's performance and their next steps in learning.
- Parents and students value the commitment that the school shows to recognising, celebrating and supporting the local and national culture, economy and traditions. Opportunities are also provided for international links and the school places great emphasis on the importance of promoting tolerance and celebrating difference through partnerships in the wider world.

Governance

Good

- Governance does not formally include representation from parent bodies but their views are gathered from parents' meetings and questionnaires and included in the planning. The representative of the board of governors is a regular visitor to the school and listens to the opinions and ideas of both staff and students.
- The governing body regularly monitors the work of the school. Senior leaders are held accountable for students' performance and also for ensuring that the national priorities are being addressed. Governors are particularly focused on the quality of students' personal development as well as their academic achievements.
- Governors have an overview of the school and actively guide and support leaders. They ensure that appropriate staffing and resources are available to address areas for further development and that all statutory requirements are met. However, they have not been successful in providing sufficient leaders to ensure that the monitoring and evaluation of all subjects has the appropriate rigor.

Management, staffing, facilities and resources




Good

- The school operates smoothly on a day-to-day basis. Buses arrive and leave the premises with efficiency. The organisation of lessons and activities means that staff are able to provide smooth transitions across the day. Information boards and displays provide ample information regarding day-to-day events and this contributes to the effective management of the school.
- Staff are well matched to their subject specialty and phase of the students. School documents, supplemented by professional development and management mentoring, ensure that teachers are aligned with the school's vision and mission. However, not all teachers are familiar with or had prior experience of working with the US common core curriculum.
- The school is clean and well-maintained. The classrooms are spacious, well-ventilated and well lit. The walls and outside spaces are covered with encouraging quotations and attractive displays of students' work. The campus is a welcoming and encouraging learning environment.
- There has been an increase in learning resources, particularly common core text books which complement the curriculum. The laboratories are fully-equipped and well-maintained. The addition of benches for relaxation contribute to learning.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	412
	2015-2016	338
 Teachers	224	
 Students	830	

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

- Parents who responded to the survey believe that their children are developing a good awareness of the UAE and other cultures and that they have gained a good understanding of the importance of Islamic values in Dubai. They also believe that the school has provided students with opportunities to develop their community and environmental responsibilities.
- Almost all parents feel well informed and involved in their children's education and know that they are safe in school and when on school transport.
- Most students are satisfied with the quality of education at their school. They believe that they can do most things if they try hard enough, that the school is a friendly place and that there are teachers who care about them and want them to do their best.
- Teachers are mostly satisfied with the quality of the work of the school but a few express concern about workload of teachers and the need to have greater guidance in supporting their work with students who have special educational needs.
- Most parents, teachers and students think that the school is well led and that leaders will listen to them and act on their views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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