

Inspection Report



Modern Skills School 2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.dubai-sms.com
Telephone	04-2887765
Address	DUBAI , MUHAISANAH
Principal	Huda Al Samkari
Language of instruction	English
Inspection dates	23 rd - 26 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1- Grade 12
Number of students on roll	1519
Number of children in Pre-K	0
Number of Emirati students	1320
Number of students with SEN	47
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	95
Largest nationality group of teachers	Syrian
Number of teacher assistants	32
Teacher-student ratio	1:26 Kindergarten 1:14 rest of the school
Number of guidance counsellors	1
Teacher turnover	38%



Curriculum

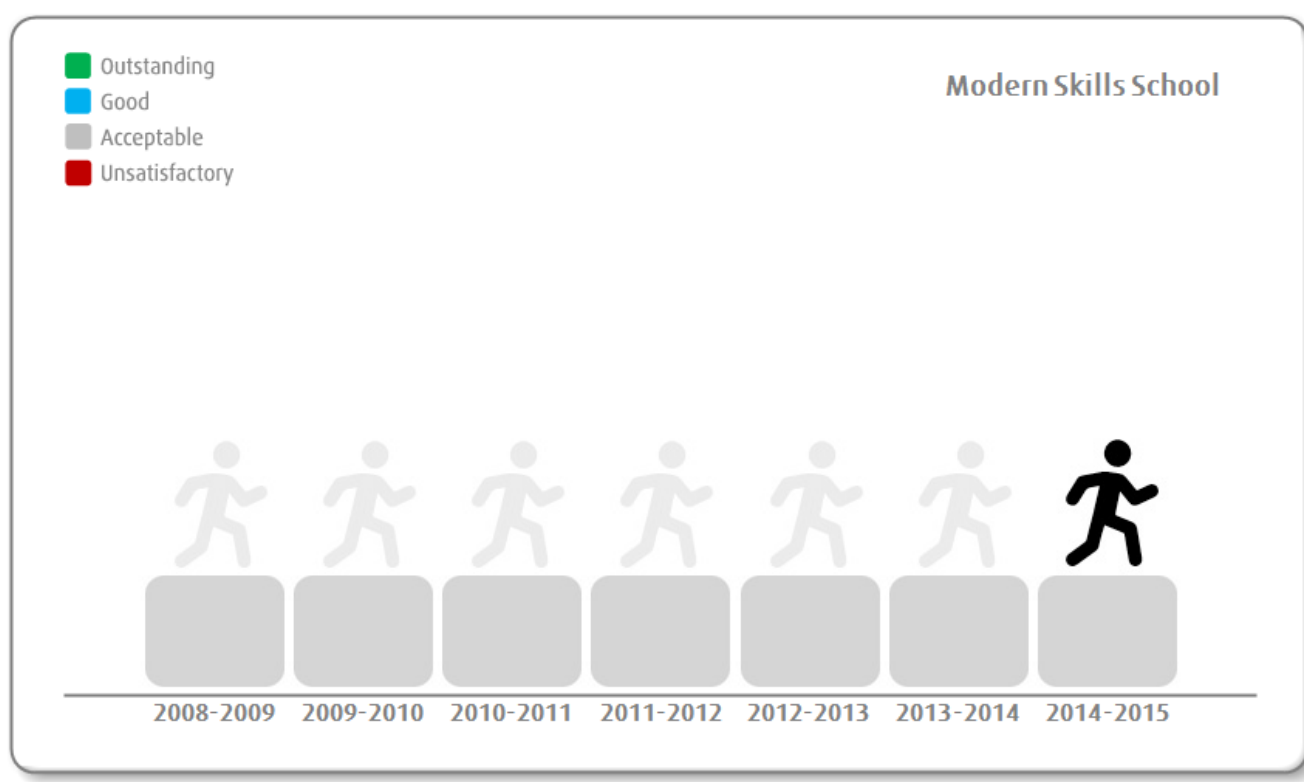
Educational Permit	US
Main Curriculum / Other	US
Standardized tests / board exams	0
Accreditation	-



Dear Parents,

Modern Skills School was inspected by DSIB from 23rd - 26th February 2015 and the overall quality of education provided by the school was found to be **Acceptable**

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



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

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The good teaching and the learning skills of students in the high school phase resulted in good attainment and progress in almost all key subjects.
- The personal and social development of students across almost all phases was at least good.
- The school's provision for health and safety was good.
- The school had effective relationships with parents, and involved them in their children's education.

Areas for improvement

- Improve students' attainment and progress across all phases, especially in the Kindergarten, by improving the quality of teaching, assessment and the curriculum.
- Improve the identification and support for students with special educational needs, by providing more accurate, effective, and targeted individualized planning.
- Ensure that the school's senior leaders provide more effective processes for monitoring and evaluating the school's work, so that senior and middle leaders have a comprehensive and accurate understanding of good quality provision and the key areas for further development.
- Governors must ensure that any overcrowding in classrooms is minimized to ensure that students are not restricted in their learning and development.
- Governors must ensure that the school is fully compliant with the Ministry of Education's requirements for the teaching of Arabic as a first language.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority



A closer look at Modern Skills School

How well does the school perform overall?

Overall, Modern Skills School provided an **Acceptable** quality of education for its students.





- The students' attainment and progress was varied in all key subjects across the school. These were best in the high school phase in most key subjects. Students were keen to collaborate and could make connections between their learning in different subjects. Their critical thinking skills and use of learning technologies to support their work were underdeveloped.
- Across the school, students demonstrated good behavior and outstanding attendance. Their personal and social development were both good. Most students had an excellent work ethic; they were well behaved and respected each other. Students, particularly those in the high school phase, showed at least good understanding of Islamic values, the heritage and culture of the UAE and an awareness of other global cultures. Most students, particularly in the upper phases, were dedicated to preserving the environment and conserving its resources.
- Teaching was of good quality in the high school phase but it was generally acceptable elsewhere. Teaching strategies in the lower phase classes did not always meet the needs of all students. The assessment of students' work was of varied quality. It included some observations and regular curriculum tests. However, across all phases, there was inconsistent marking of students' work and ineffective analysis of assessment data. There was a lack of challenging learning activities, and insufficient advice was given to students on the necessary improvements to their work.
- The curriculum in the Kindergarten was unsatisfactory overall; there were too few opportunities for children to partake in independent learning activities. Elsewhere, students were given limited curriculum experiences; a few choices were available in Grade 10, where subjects were enriched by a few extra-curricular activities.
- There was a strong ethos of protection and support; most students enjoyed school and felt safe and valued.
- The Principal, the leadership team and the Board of Governors were committed to improving the school. Processes for self-evaluation were secure and action plans had measurable targets. However, weak data analysis of the school's assessment results prevented full understanding of how well students were learning the curriculum. The strong communication and regular reporting to parents helped them to play an important part in their children's education.

How well does the school provide for students with special educational needs?



- Students with a special education need made acceptable progress in learning the key subjects.
- Since the last inspection, a new policy on special educational needs provision had been implemented. The school considered the provision for special education needs as a whole-school responsibility. It actively sought to promote this philosophy among teachers. The identification procedures on entry to the Kindergarten were based on a narrow entrance test. It did not take into account the children's social and emotional milestones.
- The quality of curriculum modification was inconsistent overall. There was a lack of understanding of how to effectively teach the content of the Common Core Curriculum Standards.




1. How good are the students' attainment, progress and learning skills?

		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	Acceptable	Good
	Progress	Not Applicable	Good	Acceptable	Acceptable ↓
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Unsatisfactory ↓	Acceptable	Acceptable	Good
	Progress	Unsatisfactory ↓	Acceptable	Acceptable	Good
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good



↑ Improved from last inspection

↓ Declined from last inspection



2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding
Community and environmental responsibility	Acceptable	Good 	Good 	Good 


3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Unsatisfactory 	Acceptable	Acceptable	Acceptable 


4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Unsatisfactory 	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory 	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable 

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable 
Management, staffing, facilities and resources	Acceptable

Overall school judgment

Acceptable

Key strengths


- Students' attainment and progress in most key subjects in the high school were good.
- Students showed good personal and social development, including a good understanding of Islamic values, Emirati and world cultures.
- Students' community and environmental responsibility were good in almost all phases of the school.
- The school's approach to a healthy lifestyle and the safety of students were good.
- The school had good relationships with parents and involved them in their children's education.


Changes since the last inspection

- The Principal had recently appointed key personnel to strengthen the leadership team.
- New school appointments included a curriculum coordinator, a special educational needs Coordinator and a Guidance Counsellor.
- Students in the high school phase were making less progress in Islamic Education and Arabic for first language learners this year compared to the previous year.
- In the Kindergarten, the children's attainment and progress in science were unsatisfactory, as were the design of the curriculum and the assessment of learning.



Recommendations

- Improve students' attainment and progress across all phases, but especially in the Kindergarten, by: using accurate information on students' performance so that lessons are planned to meet the needs of all learners; developing students' abilities to investigate, research, think critically and work independently; using assessment data, aligned with international benchmarks, to inform lesson planning, teaching and curriculum modifications; and, developing the curriculum to ensure good levels of challenge and choice in learning.
- Improve the identification and support for students with special educational needs, and provide them with different, individualized learning experiences and personal learning goals.
- Ensure that leaders employ more effective processes for monitoring and evaluating the school's work, so that they have a comprehensive and accurate understanding of good quality provision and the key areas for further development.
- Governors must ensure that any overcrowding in classrooms is minimized to ensure that students are not restricted in their learning and development.
- Governors must ensure that the school is fully compliant with the Ministry of Education's requirements for the teaching of Arabic as a first language.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Kindergarten		
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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Unsatisfactory 	Unsatisfactory 

- In English, most children could identify and sort common words into basic categories such as colors and shapes. They were not always attentive when listening to stories and poems. Children's speaking skills were underdeveloped; the majority had limited skills for producing clear and coherent sentences.
- In mathematics, the children did not have a secure understanding of the appropriate language of mathematics. Most children could not explain the concepts of heavier and lighter; they were not accurate when weighing and balancing objects during group work. There were too few concrete resources to support children's learning, meaning that their association of numbers with objects was weak.
- In science lessons there were too few opportunities for the development of exploratory and investigative skills. A few children were able to name and label the parts of plants. Some could describe and discuss the different colored leaves, stems and flowers. However, only a few were able to investigate and understand why plants need light and water to grow.



Elementary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education the majority of students demonstrated good understanding of the pillars of Eman, as well as the etiquettes of fasting. Students had good knowledge of Islamic morals and values and their application to real life situations.
- The majority of students displayed good listening skills in Arabic as a first language. They could read familiar topics and express their views using a wide range of vocabulary. The majority of students had well developed skills of speaking and reading. However, their writing skills were less well developed.
- The few students who studied Arabic as an additional language could listen to instructions and respond correctly. They were able to identify familiar vocabulary in sentences and read correctly. Writing was the least developed language skill among these students.

- In learning English, most students could speak and listen independently when working in small groups. The majority were proficient in their reading. However, writing skills were the least well developed skill. Boys' writing and reading skills were less well developed, compared with those of girls.
- In mathematics, students demonstrated a growing understanding of and familiarity with number work. However, their knowledge was too narrowly focused; problem solving and thinking skills were underdeveloped. Students' knowledge of subject-specific vocabulary was generally weak.
- In science, most students were able to name the three steps of the water cycle. However, they found it difficult to explain each step. The lack of challenge and too few practical activities resulted in less progress than they were capable of achieving.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Good	Good
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The majority of students in Islamic Education developed their skills of recitation and their interpretation of verses from the Holy Qur'an to a good level. They understood the promises that Allah made to good worshippers, as well as the preparations for Mu'meneen in paradise. Students' understanding of the main Islamic etiquettes, especially those related to social life, were good.
- In learning Arabic as a first language, most students' listening and speaking skills were acceptable. Their conversations included a range of vocabulary. Most students could read familiar texts; their writing skills were underdeveloped.
- In learning Arabic as an additional language, students could read sentences and short paragraphs accurately; a few struggled with new vocabulary. They were restricted to writing simple sentences; their creative writing skills were underdeveloped.
- In learning English most students had good understanding and application of the parts of speech, synonyms and antonyms. Most demonstrated the ability to research and enquire. This extended their understanding of language and reading. However, the boys' writing, reading and spelling skills were less well developed than those of the girls.
- In mathematics, most students demonstrated familiarity and understanding of numbers, graphical and geometric work. The development of their problem solving and reasoning skills was restricted; teachers placed too much emphasis on rules and procedures. The girls made better overall progress than the boys; they were more focused and engaged in their lessons.
- Most students demonstrated an acceptable level of knowledge and understanding of basic science concepts, including the sources of water pollution and the reflection and refraction of light. Their progress was restricted; there were too few opportunities to do practical work to develop students' conceptual understanding.

High		
Subjects	Attainment	Progress
Islamic Education	Good	Good 
Arabic as a First Language	Good	Acceptable 
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education the majority of students made good progress with Qur'an recitation. However, they followed the rules with varying degrees of accuracy. They could determine the meanings of verses independently. They were able to interpret information from selected texts well. However, their abilities to find relevance and connect what they had learnt to contemporary life were still developing.
- In learning Arabic as a first language the majority of students had strong listening, speaking and reading skills. Their writing skills were weak; there were only limited opportunities for extended writing to be done. Their reading of unfamiliar texts and vocabulary both required development.
- In learning Arabic as an additional language, most students' listening and responding skills were developing appropriately. Their creative and extended writing skills, as well as speaking skills for some students were not well developed.
- In English, speaking and listening skills were well developed by most students. Role-playing performances and independent writing assignments supported the development of these skills. Their application and development of literary techniques were secure. Most students used evidence and rhetoric in their non-fiction writing to express points of emphasis.
- In mathematics, students had strong appreciation of algebra, geometry and trigonometry, including algebraic fractions and differentiation. Their presentation skills, including graphical and geometry work, were weak; their mathematical notations lacked precision. The boys generally performed better than girls. However, carelessness and avoidable errors were evident across both the boys' and girls' sections.
- In the high school, students demonstrated good understanding of the main concepts in the three sciences. Students made good progress as they developed strong problem solving skills and learned independently, supported by technology.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Most students were attentive, engaged and involved in their lessons. They took responsibility for their own learning when given the opportunity. However, the younger boys occasionally lacked motivation and were easily distracted when in classes.
- Students interacted and collaborated well with one another. Most were able to explain what they were doing and what they had learned. However, students' knowledge about what they needed to do to improve further was not secure. Team work was not always effective. Individual students occasionally dominated other students' learning while working in groups.

- In lessons, most students were able to make connections with previous learning and other curricular areas. They were able to relate their learning to the real world, especially in Arabic, Islamic Education and science lessons. Students made some good use of information technology. They used computer tablets in Islamic Education and scanning technology in English.
- Critical thinking and independent learning skills were evident in the high school phase, but were under developed elsewhere, especially in the boys section.

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- Students had mature approaches to school life. They showed increasing self-reliance at different ages. They received and responded to feedback about their work positively.
- Behavior in classrooms and on the playground was generally good at all times, particularly in the girls' section.
- Respect for and care of their peer groups was evident. Students readily included new students as well as those with special educational needs into their groups.
- Students demonstrated excellent knowledge of healthy lifestyles.
- Attendance was outstanding and almost all students, except for a few boys, were punctual in arriving to their lessons.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding

- The students' understanding of Islamic values and awareness of Emirati and world cultures were good across all phases. They talked proudly about the impact of Islamic values on modern life in Dubai and the UAE. Students in the lower phases could explain in detail a Muslims' life in Dubai.
- In the middle and high phases, students could compare and contrast their own cultures with that of the Emiratis. They appreciated and explained well the richness of the cultural diversity found in Dubai.
- Students' understanding of other cultures around the world was secure, particularly in the higher phases. Students had very good knowledge of the different cultures in the Middle East. In the middle and high school phases, they were able to compare these with other cultures. The majority of students could talk about the advantages and disadvantages of living in a culturally diverse society.

	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Good ↑	Good ↑	Good ↑

- Students in the middle and high school phases were pro-active members of the school community. Their voices were heard through their involvement in the Student Council and a broad range of other school activities. They visited old people's homes and special needs centers. They involved themselves with funding raising for a variety of charities.
- Students showed a positive work ethic. They had well developed leadership skills and participated actively in a range of class and school projects.
- Students' awareness of environmental sustainability was particularly strong in the senior phases of the school.

3. How good are teaching and assessment?


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

- The majority of teachers had good subject knowledge. However, teachers in the lower phases needed to develop a stronger awareness of how young students learn best.
- Lesson planning was well-considered but not always applied in practice. Classrooms provided stimulating learning environments. Resources for teaching and learning, when properly used, were adequate. Some good use of technology enabled some students to make better progress. Teaching assistants were used effectively to support learning in Islamic Education and mathematics lessons.
- Teachers' talking dominated too many lessons, especially those for younger students; consequently, students' participation in lessons was limited. Positive relationships between students and teachers commonly existed. However the teachers' use of questions to check their students' understanding was of varied quality across all phases.
- In the better, higher phase lessons, teachers used a wide range of strategies to support students' learning. However, in too many lessons, especially in the lower phases, teachers did not cater for the range of abilities in their classrooms nor challenge the most able students to learn more. The promotion of students' subject-specific vocabulary was a weakness in both mathematics and science.
- The development of enquiry, reflection and critical thinking skills was inconsistently promoted across the school. In the higher phases, teachers provided opportunities for students to take responsibility for their own learning. However, students had few chances to reflect upon learning and use reason to solve problems.
- The teaching of Arabic was weaker than the teaching of other key subjects; teachers lacked qualifications and frequently talked too much in lessons.

	KG	Elementary	Middle	High
Assessment	Unsatisfactory ↓	Acceptable	Acceptable	Acceptable ↓
<ul style="list-style-type: none"> Students' learning was monitored through regular internal assessments of how well they had attained the appropriate curriculum standards. Some comparisons of students' internal results were made with those of students internationally through external assessments. Refined external benchmarking of students' attainment was still a developing feature. The school did not use its data fully to improve students' learning outcomes. The analysis of assessment data to track students' progress was acceptable; the school did not have a consistent or clear approach to data analysis, or its use to improve the school's outcomes. Assessment information was not always used by classroom teachers to improve their planning and teaching and thus their students' progress in learning. Teachers, especially in the Kindergarten, did not have sufficient knowledge of their students' strengths and weaknesses. They did not provide for the range of student differences. They did not match the different student ability levels with appropriate levels of challenging work. 				


4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Unsatisfactory ↓	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school's curriculum was aligned with the state standards of California. It included the Common Core State Standards for English Language Arts and mathematics and the Next Generation Science Standards. The curriculum in the Kindergarten had unsatisfactory rationale, content and balance. Student's progression from grade to grade was uneven. The transition arrangements from the Kindergarten to Grade 1 were ineffective. This was particularly evident in mathematics and science curricula. There were emerging cross-curricular links in most phases. However, these were not consistently planned and integrated between different subjects. The review of the curriculum ensured adequate provision in some, but not all subjects. The Arabic as a First Language curriculum was not compliant with the Ministry of Education's weekly instructional time requirements. There were few modifications to or enrichment of the Arabic curriculum, mainly in the elementary grades. The curriculum in the middle and high school grades did not provide enough opportunities for students to develop all language skills and did not fill the gaps in continuity and transitions between each phase. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Unsatisfactory 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Some modification was made to the curriculum to meet the needs of students with different abilities. This was not consistently done or effective in all lessons. There were insufficient modifications to meet the learning needs of all boys, to support the students with special educational needs, and to challenge the high achieving or talented students. In the Kindergarten phase, the design of the curriculum did not allow for all groups of children to be actively engaged in learning. There was inadequate English language lesson time to enable children to make good progress in listening and speaking. The Kindergarten science curriculum lacked opportunities for children to develop skills and knowledge; there was insufficient practical or investigative work. High school students had too few elective subjects from which to choose. For many students, their preferred study options were not available. Students had few opportunities to participate in the wider community. The school offered classes for Arabs and non-Arabs in Arabic as a first language in the Kindergarten. These lessons allowed children to learn letters and basic vocabulary. 				

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> The school had a well-publicized, active child protection program. It provided adequate protection against bullying, abuse, and other potential dangers. The arrangements to keep students supervised and safe on school premises and on school transport were good. However, not all children in the Kindergarten were properly supervised in the playgrounds. Students' movements at the end of school days were not always safe. The school buildings were adequately maintained and fit for purpose. The premises and equipment were suitable for the learning needs of all groups of students. Students with physical disabilities had full access to all classrooms. The school promoted healthy living and life styles through planned seminars. Students were aware of the importance of exercise, staying fit and eating balanced meals. Healthy living was embedded into most aspects of school life. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable 
<ul style="list-style-type: none"> Relationships and rapport between the staff and students were generally positive and courteous. The management of students' punctuality required a more strategic approach; students' movements between lessons were not always timely. The identification process for students with special educational needs in the Kindergarten lacked rigor. It required a more scientific and accurate assessment process to provide information on the social, emotional and academic needs of all children. Support to meet the learning needs of all students was inconsistent in all phases; this was a reason why the majority of students made only acceptable progress. There was no full time career guidance. Senior students did not have the required level of pre-university support. 				

How well does the school provide for students with special educational needs?


	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> A new policy on special educational needs provision had been implemented. It promoted an inclusive school ethos. However, its application was inconsistent. The school prioritized the appointment of specialist staff members and provided teachers with professional development to support students across all phases. Identification procedures, based on an entrance test, lacked rigor. They did not take into account the social and emotional milestones of children. The quality of curriculum modification overall was inconsistent. There was a lack of understanding of how to effectively deliver the content of the Common Core Curriculum, particularly in the Kindergarten in science and mathematics. Parents were given sufficient information about special needs provision in the school and all relevant policies were communicated to them. They were involved in their children's individual education planning. There was insufficient evidence or reliable data available to support the school's judgments regarding students' progress. Progress was acceptable overall; progress trends in learning English were better. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> The leadership team had a shared vision and direction for the improvement of the school. However, this vision was not always linked to initiatives for improvement. Roles and responsibilities of school leaders had been developed and were clearly defined. All leaders understood their required contributions to the school's development. Consultation and communication between school leadership teams was varied. Students and parents were surveyed, but the results were not well analyzed to support review and change within the school. A few middle leaders took account of the school's vision and aims to develop initiatives such as improved teaching practice. However, these initiative were yet to result in improved student learning. There had been minimal effects of leaders' actions upon students' learning outcomes. The quality of the curriculum in the Kindergarten phase and other aspects of provision was too varied. These things had not been improved since last year. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> The responsibility for the school's self-evaluation had been expanded to include more stakeholders and target group within the school. This expansion of responsibility was beginning to help the school evaluate its performance. Better methods of data analysis were required to establish a clear and measurable pathway for future development. The system of teacher appraisal included regular lesson observations. Appraisals were generally accurate, but had not identified all skills that required improvement. Evaluation methods and evidence gathered from staff, student and parent surveys were narrowly focused. These did not include the expected student learning outcomes. There were too many targets for improvement. The improvement process was unmanageable and unrealistic. Evaluative judgments were too generous for most aspects of the work of the school. Only a minority of the recommendation of the previous inspection report had been addressed. There had been little progress in the improvement of teaching and the curriculum. The provision in the Kindergarten phase had not improved. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents felt welcomed at the school. However, a significant minority of parents were not involved in decision-making within the school, or had their voices heard. They expressed concerns about the lack of stability with staffing, the lack of choices of subjects for their children and careers guidance in preparation for the next steps in their children's education. There were well established systems to communicate with parents. They were effective and productive. Written reports on students' academic results were regularly produced. They kept parents informed about the attainment and progress of their children. There were productive links with a few other schools and with the local community. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> Partnership between the school and Board of Governors was effective. The range of representation on the board included members of the community, parents, and business people. The Board met regularly and was informed of the key issues in the school; minutes were kept of their meetings. The Board had responded to the school's need for more facilities such as the new separate girls' building, further resources for teaching and learning, and improvements to classrooms. The governing board had not held the school sufficiently accountable for improvements. Most recommendations from the previous inspection report were not fully met. There remained a lack of compliance on the time allocation in teaching Arabic as a first language. The board had not taken sufficient measures to recruit and retain key staff members in the school. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The school's day-to-day management and maintenance of its facilities were appropriate. There were effective monitoring and maintenance systems in place. Most of the staff was deployed effectively and almost all teachers had a suitable academic degree in their subjects. However, only minority had a teaching qualification. The lack of appropriate English literacy skills, particularly those of mathematics and science teachers, inhibited students' learning. The Kindergarten classes were overcrowded. Not all children could receive the appropriate levels of support needed to enhance their learning. Kindergarten resources did not support children's hands-on activities or a creative learning environment. Most classes had an interactive white board and a reasonable range of resources. Specialist rooms were adequately resourced. The available technology did not enhance the quality of teaching and learning fully. Some staff members were inadequately trained. Their pedagogical practice required upgrading to improve students' learning. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	160	17%
	Last year	92	12%
 Teachers	29		31%
 Students	160		91%

- Only a minority of parents and teachers responded to their surveys; a majority of the senior students completed their survey.
- Most parents were satisfied with the education provided by the school. They agreed that children enjoyed school, were safe and had opportunities to learn about other cultures as well as learn about the community and environment in Dubai.
- Almost all parents agreed that their children made good progress in Islamic Education. Most agreed that children made good progress in all other key subjects except in Arabic as an additional language.
- Most parents agreed that their children made good progress in the development of their learning skills.
- Only a majority agreed that the school was well led. A significant minority were concerned about the constant changes of staffing, the lack of curriculum choices and the lack of guidance counselling for their children as they were preparing for the next steps in their education.
- Although almost all teachers were satisfied with the quality of education at the school, only a majority stated that they were given sufficient time to prepare and mark student work.
- Most students agreed that their teachers were skillful in supporting their learning. They were less positive about support from guidance counsellors in their preparation for the future and in having access to learning technologies to support their learning.

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

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

How to contact us

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