

Inspection Report



Al Eman Educational Establishment (Al Eman Private School)

2014-2015



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School information



General information

Location	Al Rashidiya
Type of school	Private
Opening year of school	1973
Website	emanschooldubai@gmail.com
Telephone	04-2858589
Address	PO Box 10003 Khawaneej Road, Rashidya
Principal	Sanaa Abdulbadeea Saqr
Language of instruction	Arabic
Inspection dates	2 nd - 4 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-14
Grades or year groups	KG 1-Grade 9
Number of students on roll	506
Number of children in Pre-K	0
Number of Emirati students	187
Number of students with SEN	17
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	39
Largest nationality group of teachers	Egyptian
Number of teacher assistants	0
Teacher-student ratio	
Number of guidance counsellors	1
Teacher turnover	40%



Curriculum

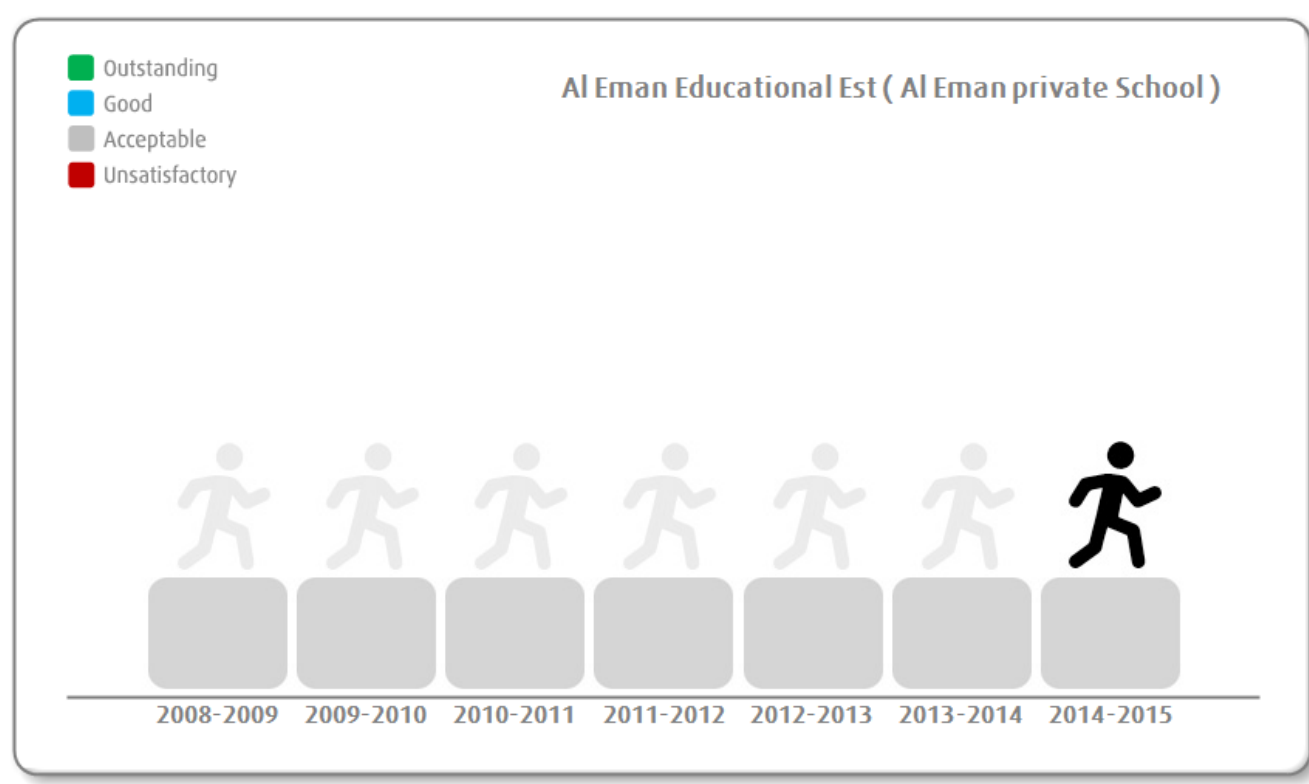
Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	n/a
Accreditation	None



Dear Parents,

Al Eman Educational Establishment (Al Eman Private School) was inspected by DSIB from 2nd – 4th 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 judgements 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

- Students in Cycle 1 made good progress in Islamic Education, and demonstrated good attitudes to learning.
- In Cycle 2, students showed good Islamic values and they were able to speak knowledgeably about the heritage and culture of the UAE.
- Parents worked with teachers and leaders at the school to support their children's learning and development.
- The school kept students and staff safe and encouraged students to be healthy in their lifestyle choices.

Areas for improvement

- Improve teachers' and leaders' use of assessment procedures to more effectively track and monitor the progress students make in lessons and over time.
- Improve the quality of teaching and learning across the school so it is at least good.
- Improve teachers' lesson planning so they more carefully plan to meet the needs of all students in lessons.
- Improve self-evaluation and review processes so the strengths and weaknesses of the school are more accurately identified and acted upon by school leaders.
- Ensure governors check how well the school is improving and hold leaders accountable for their actions.

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 Al Eman Educational Est (Al Eman Private School)



How well does the school perform overall?

Overall, Al Eman Educational Establishment (Al Eman Private School) provided an 'Acceptable' quality of education for its students.

- Students made acceptable progress in most of their subjects, although in the Kindergarten children's attainment and progress in mathematics were unsatisfactory. The majority of students were aware of how well they had progressed in their learning, but were less clear on how to improve their work. Students demonstrated acceptable learning skills across the school, hindered in their development because of the variations in the quality of teaching.
- Most students behaved well and had established good relationships with each other and with their teachers. They had an understanding of Islamic values but their environmental awareness was still developing. Even though attendance was low, most students enjoyed being in school and were eager to take part in activities.
- Teachers used methods that helped students to adequately achieve in most subjects. However, activities did not always meet the needs of the least able students or provide challenge for the most able students. The assessment procedures in place were unsatisfactory across the school. The school collected assessment data but did not analyse or use the data to sufficiently improve students' learning experiences. As a result, students did not always make the progress they were capable of in relation to their starting points.
- The curriculum met the Ministry of Education (MoE) requirements, but not all teachers used this in ways that motivated, challenged, or inspired students, or provide opportunities for them to learn independently.
- There was a commitment by the school to the health, safety and care of the whole school community. Teachers treated students with respect and care, but in a few classes did not always manage their behaviour adequately.
- The recently appointed Principal had set a clear direction and promoted a shared vision throughout the school. However, the school's monitoring arrangements were not accurate or rigorous enough to bring about sufficient improvements in students' learning experiences. Governors did not hold school leaders sufficiently to account for their actions in relation to the school's performance. Resources to support learning and teaching were limited. However, parental responses to the KHDA survey indicated their satisfaction with the quality of education in the school.



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

- Most students with special educational needs made unsatisfactory progress because the work that they were given in class was not well-matched to their individual needs. Often the work provided in class was the same for all students which hindered the progress of students with specific needs.
- Senior leaders were committed to improving the outcomes for children with special educational needs.
- Support for students with special educational needs was improving under the guidance of the Principal, but teachers did not have a clear understanding of how well students were progressing or how they could help them improve.



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

		KG	Cycle 1	Cycle 2
 Islamic Education	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Unsatisfactory	Acceptable	Acceptable
	Progress	Unsatisfactory	Acceptable	Acceptable
 Science	Attainment	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable
		KG	Cycle 1	Cycle 2
Learning skills		Acceptable	Acceptable	Acceptable




↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Cycle 1	Cycle 2
Personal responsibility	Acceptable	Good	Acceptable 
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Good 
Community and environmental responsibility	Acceptable	Acceptable	Acceptable




3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable 	Acceptable	Acceptable
Assessment	Unsatisfactory	Unsatisfactory 	Unsatisfactory 



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

	KG	Cycle 1	Cycle 2
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2
Health and safety	Good	Good	Good
Quality of support	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 

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

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



School Inspection Report

Overall school judgement

Acceptable

Key strengths


- Students' progress in Islamic Education in Cycle 1 was good.
- Students in Cycle 1 demonstrated a good sense of personal responsibility.
- In Cycle 2, students had a good understanding of Islamic values and the Emirati culture.
- The school had established productive partnerships with parents.
- Across the school there were good health and safety procedures to ensure the safety and protection of all students.


Changes since the last inspection

- A new Principal had been appointed to the school.
- There was a very large proportion of teachers who were new to the school.
- Students' progress in Islamic Education in Cycle 1 had improved to good.
- Students' attainment and progress in science and teaching in the Kindergarten had improved to become acceptable.
- Students' understanding of Islamic values and Emirati cultures had improved to be good in Cycle 2.
- Students' personal responsibility had declined in Cycle 2 to acceptable.
- Assessment had declined to unsatisfactory in Cycles 1 and 2, and was now unsatisfactory across the school.
- The quality of support for students was now unsatisfactory across the school.
- Self-evaluation and governance had both declined to unsatisfactory.



Recommendations

- Ensure external and internal assessment procedures are used effectively to:
 - monitor students' progress in lessons
 - identify students needing more support or challenge
 - focus on identifying and promoting students' next steps in learning
 - improve students' attainment and progress over time.
- Improve the quality of teaching and learning across the school, in particular how teachers:
 - use continuous assessment of individual students' skills and knowledge to plan lessons and to provide tasks which are matched to students' abilities
 - ask questions in ways that make students think, allow them to give extended answers, and ask questions themselves.
- Ensure self-evaluation includes analysis that is based on accurate information from within school so that improvements are accurately identified, acted upon, and carefully monitored.
- Ensure governors immediately hold the school leaders to account for the schools' performance, including students' academic outcomes.


 Improved from last inspection

 Declined from last inspection

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

KG		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Unsatisfactory	Unsatisfactory
Science	Acceptable 	Acceptable 

- Most children entered the school with English as an additional language and quickly learned to recognise letters and their associated sounds. Older children showed a growing understanding of joining letters to make words by sounding out the letters. They could also recognise and repeat short words. Opportunities for children to extend their speaking and writing skills were less developed.
- In mathematics, most of the children were able to count to 10 and a few older children were able to count beyond this. The majority were beginning to record simple addition and subtraction calculations. For older children, progress in developing their mathematical skills slowed because of a limited variety of mathematical activities and too little challenge provided in the tasks that were planned for them.
- In science, most children showed interest, curiosity and real enjoyment in carrying out simple scientific experiments such as finding what substances dissolved in water.

Cycle 1		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students, understood the verses from the Qur'an. They had appropriate knowledge of the Prophet Seerah and other prophets, and made stronger progress in their recitation skills and knowledge of the rules of recitation.
- In Arabic as a first language, students' listening skills were strong and they read and pronounced correctly from cursive script and understood what they were reading, but these were limited to familiar texts. Students were able to write a few short simple notes on a given topic. Some were able to write larger pieces about their hobbies. Students made slower progress in their spelling.

- In English, most students read and understood short texts appropriate for their age. The majority of students, particularly younger boys, lacked confidence in speaking English. At times they found it difficult to listen attentively to their teacher and fellow students. At Grade 5, however, most students listened well, read more fluently, and held short conversations on familiar topics. Overall, students' writing skills were less developed than other aspects of English.
- In mathematics, the majority of students gained knowledge, skills, and understanding in key mathematical concepts. They understood the relationships between numbers with the use of a number square board. Students made particularly good progress, for example, when investigating the characteristics of polygons.
- In science, hands-on activities helped students gain a greater understanding of scientific concepts. They were able to describe different types of rocks and classify them according to their patterns, colour, and texture. Their progress slowed because tasks in the laboratory did not allow for sufficient discussions to take place.


Cycle 2


Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students' understanding of the Qur'an verses was still under-developed. Their knowledge of the Prophets, and the understanding of their messages, was acceptable for most students. Students made slower progress in their knowledge and understanding of Hadeeth.
- Most students were able to read Arabic with ease. The majority of students were able to understand long, complex and factual literary texts but the analysis of texts was a weaker area. Listening skills were students' strongest skill because they understood the standard language and were able to answer questions. Progress slowed when students were asked to write extendedly.
- In English, most students read and understood short texts appropriate to their age. They listened attentively and gradually extended their vocabulary, but often lacked confidence in speaking English. Older students' writing skills were underdeveloped, particularly when writing at length.
- In mathematics, the majority of students were able to measure different angles and identify the difference between acute, obtuse and right angles. They made particularly good progress in solving multi-step equations.
- In science, students were able to describe step-by-step processes such as the life-cycle of a star in line with curriculum expectations. Their progress was often slowed by too much use of text books and teaching that lacked opportunities for independent learning.

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most students enjoyed learning and, when given responsibility, were eager to take part in activities. The majority of students were aware of how well they had performed, but were less clear on how to improve their work. Most students worked productively in groups. Even though the majority of tasks were not collaborative, students did generally stay focused when they discussed their work. Students performed well in front of their peers when given the opportunity. Given the opportunity, most students learned better when they were able to relate what they were learning to the real world, including basic connections across areas of learning. These skills were better developed in Cycle 2, but in a few lessons these were also observed in the Kindergarten and Cycle 1. Students' research skills were often practiced at home, as part of school initiated homework tasks, and were then presented in class. Their critical thinking skills were still a developing feature of learning. 			


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



	KG	Cycle 1	Cycle 2
Personal responsibility	Acceptable	Good	Acceptable 
<ul style="list-style-type: none"> Most students wanted to do their best at school and, when given the opportunity, enjoyed working independently. Students were keen to accept responsibility, especially in assemblies and during breaks when scouts and helpers supported younger students. Most students understood the school rules and consequently the school was a safe and orderly environment. Students generally behaved well, but some lessons were disrupted at times by the poor behaviour of some boys. Relationships in school were positive and students said that they felt safe and were happy to attend school. Students understood the reasons for making healthy choices and taking exercise. Students were punctual in arriving at school and for lessons. However, the overall attendance of students was unsatisfactory. 			

	KG	Cycle 1	Cycle 2
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> Students understood the basic values of Islam and appreciated the impact of these values to life in Dubai. They were involved in a number of charity activities, raising funds for 'Dubai Cares'. Students had good understanding of local traditions and the heritage of the Dubai society. They enthusiastically celebrated the National Day through traditional clothing and 'Yoola' dancing. Students from areas out of the UAE had a limited understanding of their own culture and very little awareness of other cultures around the world. 			

	KG	Cycle 1	Cycle 2
Community and environmental responsibility	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most students demonstrated an appropriate understanding of their responsibilities as members of the school community. There were limited opportunities for students to take the initiative or have opinions on issues related to their own learning and school life. Students' environmental awareness was still developing. Older students could describe the issues related to air pollution and environmental sustainability. They carried out activities in school but they were not yet initiated or led by students, and not observed across the school. 			

3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Acceptable 	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers' subject knowledge was acceptable in most subjects and across the phases, with some weaknesses observed in a few lessons. Teachers' understanding of how students learned was weaker than their subject knowledge and varied across the phases. Lessons were planned adequately although not always creatively. Lesson plans were brief and focused mainly on students acquiring knowledge rather than the development of skills. The timing of lessons was managed well, but resources to support textbooks were not sufficiently used. Teachers often engaged their students in dialogue when questions were asked and students answered appropriately. However, most questions required only simple responses and lacked challenge so students were not given the opportunity to think deeply before answering. Teachers often used the same resource or activity to teach all students and did not plan for the different needs or based on the students' starting points. This held back students' progress. Teaching did not sufficiently encourage students to think independently and critically, and to reflect on their own learning. As a result, the majority of students were passive learners. Teaching of Arabic as a first language was of acceptable quality. Teachers demonstrated good subject knowledge but were not able to vary their teaching strategies to promote independent learning. They were also not sufficiently effective at setting up group work to enable collaboration or to improve students' progress. 			

	KG	Cycle 1	Cycle 2
Assessment	Unsatisfactory	Unsatisfactory 	Unsatisfactory 
<ul style="list-style-type: none"> The school conducted regular internal assessments to measure students' progress. These internal assessments were adequately linked to the curriculum expectations. The school participated in TIMSS and PISA international benchmark assessments and also in the UAE National Assessment Program (NAP). Leaders and teachers did not effectively or consistently compare students' internal and external results in relation to national or international averages which weakened the planning of students' learning and development, and inhibited their progress. In addition, subject leaders' and teachers' use of assessment data was very basic and they did not provide a sufficiently clear picture about the progress of individual students or groups of students. The school did not make effective use of the internal or external assessment data to modify the curriculum, to differentiate teaching or to monitor students' progress. 			

- Teachers' knowledge of students' strengths and weaknesses varied across subjects and phases. In some cases, teachers knew their students well enough to provide them with individual support.




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

	KG	Cycle 1	Cycle 2
Curriculum quality	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum was broad and balanced across all subjects and provided opportunities in all age ranges for the development of knowledge and to a lesser extent, skills. All key subjects were given an appropriate amount of time. The textbooks in the Kindergarten were changed at the beginning of the year to help improve children's attainment and to make learning more interesting and meaningful. Some planning was in place to prepare students for the next phase of education as they moved throughout the school. The activities period provided a wide range of activities that helped gain the interest of students but their choices were limited. Enrichment activities included visits to places of interest such as a trip to Wonderland, English support visit, and a healthy food day. Cross-curricular links were not a regular feature of lessons in Cycles 1 and 2. The curriculum did not provide many opportunities for independent learning, research, critical thinking and challenge for the most able students. The curriculum was regularly reviewed to consider the quality of the curriculum and its impact on students' attainment, progress and personal development. Arabic curriculum was broad and balanced, however almost all lessons were limited to the specific content of texts in the books and the opportunities for students to express a new ideas of their own were rare. 			

	KG	Cycle 1	Cycle 2
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The weekly activity programme provided students across the school with opportunities to practice what they had learned, to be creative, and to engage in cultural activity and sport. Students had some opportunities to make choices. These choices were generally more frequent in extra-curricular activities than in lessons. Across the school, teachers did not consistently plan lessons to meet the needs of particular groups of students. The school had identified students who needed more support, but had not identified students who were gifted and talented. Teachers did not make sufficient provision for such diverse groups of students. The school offered five 40-minute Arabic sessions per week for all of the 154 children in Kindergarten. The school's programme targeted basic vocabulary, common phrases, and basic letter writing. 			

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

	KG	Cycle 1	Cycle 2
Health and safety	Good	Good	Good
<ul style="list-style-type: none"> Staff demonstrated a strong commitment to keeping students safe. A child protection policy was in place, and anti-bullying issues were addressed in classes and assemblies. Transportation procedures generally ensured students' safe arrival and departure. Security procedures were good, but needed regular checks to ensure full effectiveness. Medical records were comprehensive and up-to-date. Fire drills and emergency evacuation procedures were practiced at appropriate intervals and documented. School premises and buildings were clean, tidy and in good repair. There was adequate access for wheelchairs and equipment was well maintained. The school generally promoted healthy life styles within assembly, nutrition classes as part of science and in physical education lessons. Canteen selections reflected the school's commitment to promoting healthy living, and included selections of fruit, juice and low sugar snacks. 			


	KG	Cycle 1	Cycle 2
Quality of support	Unsatisfactory 	Unsatisfactory 	Unsatisfactory 
<ul style="list-style-type: none"> Across the school, almost all teachers treated students with respect and care for their wellbeing. However, in a minority of lessons, teachers did not manage student behaviour effectively. The school had comprehensive systems to monitor and record students' attendance, and alerted parents to any unexplained absences. Good attendance was recognised by awards and certificates. The school had worked with parents to enlist their support for improved attendance. Nonetheless, not all students attended regularly. The school had improved the ways in which it identified students with special educational needs. Teachers worked closely with medical experts to make more accurate assessments of students' needs. This was at an early stage of development. In lessons across the school, teachers did not yet provide sufficient support for students with special educational needs. They did not modify the curriculum to provide suitable tasks and activities to support students' progress. Staff with specialist responsibility provided advice and guidance for students across the school. However, students had limited support when moving between cycles and when transferring to another school at the end of Cycle 2. 			

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


	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The new Principal had reaffirmed the school's commitment to provide at least an acceptable level of care for students with special educational needs and there were some early signs of improvement. The Principal's management of the work of the specialist teacher and social worker provided a more secure structure for this area of the school's provision. Identification of students with special educational needs by the specialist teacher, with additional support from a local specialist doctor, had improved the quality of early identification of specific needs. This helped with the organisation of appropriate support, although the system was still very new and not yet fully effective. Modification of the curriculum was underdeveloped and variable between classes because there was too little guidance for teachers on matching work to students' individual learning needs. Partnerships with parents were good and parents valued the supportive and accessible approach of the school as well as the new monthly reports they received of their children's progress. The quality of progress for the majority of students with special educational needs was unacceptable because work was not matched to their needs and they frequently did the same work as their peers. During the inspection no students were withdrawn from class for their lessons because the specialist teacher was absent from the school. 	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> Senior leaders were committed and wanted to do their best for the school. The recently appointed Principal had set a clear direction and promoted a shared vision throughout the school. Some staff were unclear about how that related to classroom practice. The Principal was supported well by the leadership team and the middle managers. The staff showed a commitment to the school but not all understood how to improve students' outcomes. However, the school had significantly improved outcomes in the Kindergarten but not sustained some of the other judgements from the previous inspection. Relationships between senior staff were positive and this was communicated successfully to both staff and students. It was still not enough to bring about sustained improvement. Leaders understood that there was still a lot to complete and that further improvements urgently needed addressing. There was a high percentage of new staff in the school and many did not have the knowledge and skills to plan for improvement despite a will to improve. The school demonstrated sufficient capacity to make further improvements. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory 
<ul style="list-style-type: none"> Senior managers and heads of department observed lessons regularly to identify strengths and weaknesses but had not been able to bring about sufficient improvements in the quality of lessons. Performance management arrangements were in place for all staff but had not resulted in sufficient consistency of practice to increase progress and raise standards. Judgements made about the quality of the school's work were too generous and inaccurate. Improvement plans were in place but targets were not clear. They were not linked clearly to students' learning outcomes. There was a lack of clarity in monitoring of actions and inclusion of achievable goals. As a result of the significant changes in staffing, including the principal, the school had made limited progress in addressing the recommendations from the last inspection. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents were supportive of the school and many attended school consultation evenings and enjoyed sharing in celebrations. They were kept informed about all matters concerning their children. The school had a number of ways of communicating with parents. Parents were contacted immediately if there was a problem or an unexplained absence. If parents had any concerns, the school provided appropriate support. Student progress reports were regularly sent out to parents, including information about test results. These included general comments to support what their children were learning. There were links with the local community which involved activities within and outside of school. For example, 'Action Care' was supported by the school but students also benefitted from this involvement. There were positive links with the local library and Civil Defence. 	

	Overall
Governance	Unsatisfactory 
<ul style="list-style-type: none"> The governance, including school owners, understood the importance of ensuring the views of parents were represented. Governance included some representation from the local community. The governing body did not hold school leaders to account for the school's performance and standards. Governance had not monitored the planned improvement activities closely and had not supported the school well enough to ensure improvement. Sufficient funds had not been provided to support the necessary improvement such as funding for extra staff to support children in the Kindergarten and to support students with special educational needs. The governance were not influential enough in shaping the school's further development. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school day to day operations and routines were effectively managed and timetables were organised to make good use of teaching and learning spaces. The movement of staff between lessons was efficient and time was not wasted as a result of students being taught mainly in their class base. • Staff were suitably qualified and worked in areas that matched their expertise. There were no support staff in the Kindergarten to support activity-based learning and none for the least able students, including those with special educational needs. Training was in place for the many new teachers who joined the school each year. • The premises provided a safe learning environment for students and staff. Despite the age of the building, everything was clean and well organised. Most of the classrooms were too small for the numbers of students, especially in the Kindergarten where opportunities for active learning were restricted. • The classrooms were equipped with data-projection equipment and students had adequate textbooks. However, resources across the school remained limited. 	

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

*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

Knowledge and Human Development Authority

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