



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Al Eman Educational Est
(Al Eman private School)

Curriculum: MoE

Overall rating: Acceptable

Read more about the school



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‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Rashidiya
Type of school	Private
Opening year of school	1973
Website	www.emanschooldubai.com
Telephone	04-2858589
Address	Al Rashidiya. Dubai
Principal	Dr. Yasser Hussein
Language of instruction	English, Arabic
Inspection dates	15 to 17 February 2016

Students



Gender of students	Boys and girls
Age range	4-14
Grades or year groups	Kindergarten1 to Grade 9
Number of students on roll	470
Number of children in pre-kindergarten	0
Number of Emirati students	166
Number of students with SEND	45
Largest nationality group of students	Arab

Teachers / Support staff



Number of teachers	42
Largest nationality group of teachers	Egyptian
Number of teaching assistants	0
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	30%

Curriculum



Educational permit / Licence	MoE
Main curriculum	MoE 0
External tests and examinations	NAP
Accreditation	None
National Agenda benchmark tests	None

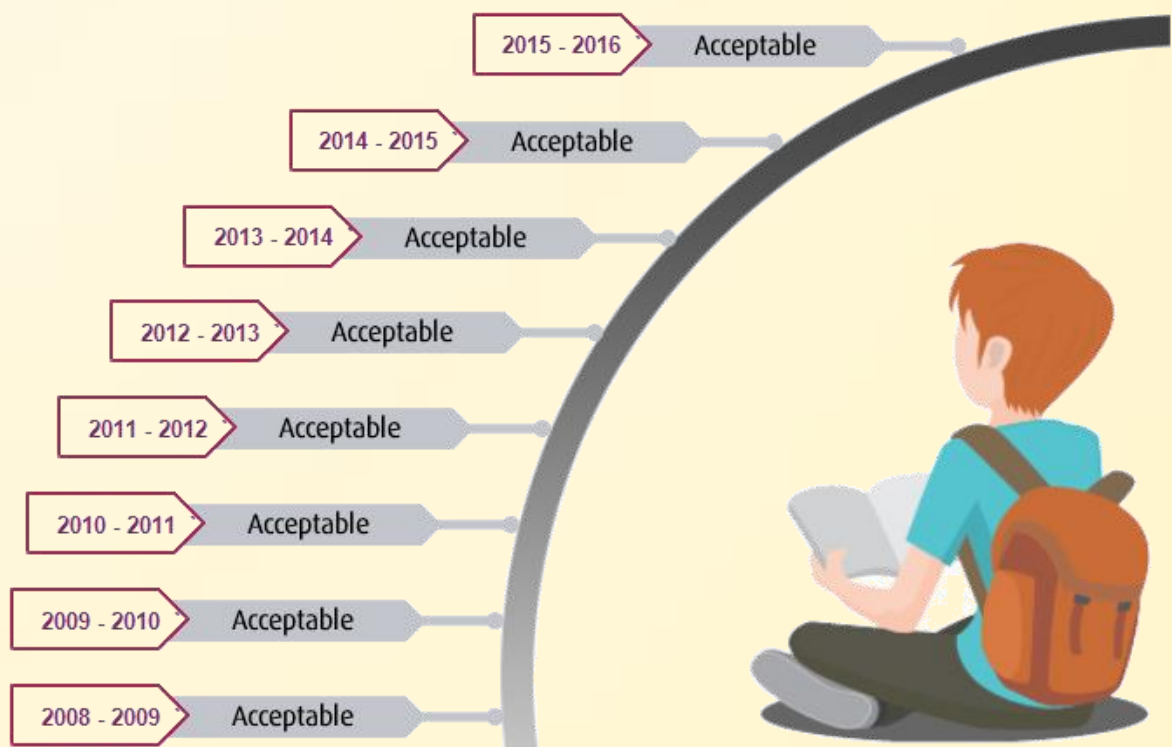


Summary for parents and the community

Al Eman Educational Est (Al Eman private School) was inspected by DSIB from 15 to 17 February 2016. 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 standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Al Eman Private School** provided an **acceptable** quality of education for its students.

- In kindergarten (KG), attainment and progress were good in Islamic education and acceptable in all other subjects. In cycles 1 and 2, attainment and progress were acceptable across key subjects except in Islamic education in cycle 1 where it was good. Most students were achieving at expected levels as measured against the Ministry of Education (MoE) curriculum expectations. Higher order learning skills were not well developed.
- Students' personal and social development was a strength in the school. Relationships were generally respectful and students were developing an awareness of healthy lifestyles. Attendance levels had improved and punctuality was good. Students demonstrated a good understanding of Islamic values and understood the importance of living in a culturally diverse community. Students' environmental awareness was growing.
- Teachers had appropriate subject knowledge. However, not all teachers across all cycles had a secure knowledge of how students learned. Planning was well structured, but did not include sufficient strategies to meet the needs of different groups of students. Children's assessment information was used effectively to meet their needs in KG. Elsewhere in the school it was underdeveloped and was not used effectively to modify lessons.
- The school offered the MoE curriculum for all key subjects. The curriculum was not well modified to meet the different needs of almost all groups of students, such as students with special needs and disabilities (SEND). Only a few extra-curricular activities were available.
- The school provided a secure and safe environment for students. It took its responsibilities for health and safety seriously. Systems were effective and understood by the whole school community. Staff training for child protection was adequate. Staff had a secure understanding of all aspects of the required procedures. Students with SEND required further targeted support within and outside of the classroom.
- Senior leaders were aware of the need to improve students' attainment and progress. The strengths and areas for development of the school were becoming evident. The views of stakeholders including parents and students were not sought. The school had a narrow range of systems to monitor and evaluate students learning outcomes and the quality of teaching.
- Most parents, apart from those with children with SEND, expressed some confidence about communication, and the quality of care and improvements the school was making. The governing board was not yet supporting the school effectively to ensure that it met its commitment to parents. Staffing, facilities and resources were acceptable overall. There were insufficient resources, including classroom technology to support student research.



What did the school do well?

- The provision for children in the KG had made some improvement, leading to good levels of attainment and progress in Islamic education and acceptable levels of attainment and progress in all other key subjects.
- Students across the school had good levels of personal responsibility and a good understanding of Islamic values and awareness of Emirati and world cultures.
- The provision for students' health and safety was good across all cycles of the school.



What does the school need to do next?

- Improve the quality of teaching and learning, in all subjects and cycles, by improving teachers' awareness of what good student centered teaching looks like, and ensuring that these qualities are increasingly present in all lessons.
- Improve the schools understanding of assessment best practice by ensuring that all teachers better analyze assessment data and use it to modify their planning, their teaching and the curriculum.
- Review the school's student support systems and curriculum modifications to ensure that all students who require support for their learning, have their needs met.
- Improve the schools self-evaluation and review processes to more accurately identify the school's areas of strength and areas for development so that actions are better targeted.
- Ensure that the governing board holds leaders to account, and takes a greater role of supporting the development of the school and the newly appointed principal.



How well did the school provide for students with special educational needs and disabilities?

- Across the school the majority of students were yet to make acceptable progress in their learning and personal development.
- Termly reports for students, did not include advice on next steps in learning. The school did not consistently provide parents of students with SEND with information on their children's progress between termly reports.
- Communication with parents was not consistently helpful. Contacts between school and home were not frequent or regular.
- Arrangements to involve parents more fully as partners in their children's learning were at a very early stage. For example, parents were not consulted about the contents of their children's individual education plan (IEP) before it was completed.
- Support and guidance was not yet sufficiently accurate or detailed to help parents support their children's learning at home. The continuing process of drawing up IEPs represented a very promising opportunity for helpful discussion about how parents could support their children in meeting his or her targets within the IEP.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- Both parents and the governors had only a superficial awareness and understanding of the National Agenda. They did not know that it was closely linked to target setting. The lack of awareness amongst both the parents and the governors indicated the fact that this school had not fully understood the importance of the National Agenda Parameter as a vehicle for school improvement.
- Currently, the alignment of the curriculum to meet the content and skills requirements of TIMSS and PISA were under-developed features. During the inspection the importance of this was stressed in order to meet the needs of all of the students.
- A large majority of teachers did not use effective strategies to develop critical thinking and inquiry. Much of the classroom delivery was teacher centered and aligned to MoE textbook. Even in those lessons where some open ended questioning was observed, teachers missed the opportunity to develop dialogue or discussion.
- The use of resources was largely restricted to textbooks and supplementary worksheets. The use, by students, of technology within classrooms to encourage independent learning and research, was rarely observed. There were only a limited number of teacher produced resources, manipulative and science resources.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- School leaders and the newly appointed principal were eager to explore the potential of innovation, when taking the school forward. Innovation was to become an integral part of the principals newly formulated vision. The school leaders had not yet researched or developed a plan to build capacity in teachers to enhance their understanding of innovation. The school was in its initial stages of developing the curriculum design to incorporate innovation skills development. The use of technology by students as learning tools was limited. The school had identified some physical spaces as a potential areas for the promotion of innovation learning.

Overall school performance				
Acceptable				

1. Students' achievement

		KG	Cycle 1	Cycle 2
Islamic education 	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good ↑	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	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable




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

	KG	Cycle 1	Cycle 2
Personal development	Good 	Good	Good 
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good 	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak 	Weak 	Weak 

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

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Weak	Weak	Weak

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	Attainment	Progress
Islamic education	Good ↑	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

- Most children had a good knowledge of Islamic concepts. Attainment and progress were above the general curriculum expectations for the majority of children of this age. Children could list the Pillars of Islam and the prayers. They could recite and memorized short Surahs of the Holy Qur'an. They could memorize many of the Hadeeth and Duaas confidently. The progress of most children was good as measured against their starting points in most aspects of this subject, both in lessons and over time.
- In Arabic as first language, attainment and progress was broadly in line with expectations. Children's listening skills were strong, but their speaking skills did not reflect this. Almost all children responded to instructions in Arabic, but few were able to converse with confidence. Most children in KG 2 were able to recognise the letters at the beginning of a word, in the middle and at the end. They could give examples of names and objects that contained the letters they were learning. A few children in KG 1 were independently writing letters but the majority in KG 2 were able to write their names with legible handwriting.
- Attainment and progress in English was broadly in line with expectations. Most children demonstrated acceptable levels of knowledge and understanding in English language and emergent literacy. Assessment information from lessons, children workbooks, and teacher observation records, indicated that most groups of children made acceptable gains in their speaking skills in relation to the lesson objectives and from the beginning of the year. Higher achieving children made stronger progress. The majority of KG 2 children were able to speak in full sentences. They communicated and presented their ideas confidently. As children progressed in KG their reading developed well. KG 2 children could read and understand very simple sentences and a few could talk about what they had read.
- Most children demonstrated an acceptable understanding of mathematical knowledge and skills that were just in line with the MoE curriculum expectations. Most children had attained acceptable levels in numeracy and geometry. By KG 2, most children recognized basic shapes, could talk about size, could count to 20, and could recognize patterns. They had begun to use mathematical language. Children's abilities to apply problem solving skills in real life situation were still emerging. Assessment information from lessons, children workbooks, and teacher observation records, indicated that most groups of children made acceptable progress in their mathematical knowledge and understanding in relation to the lesson objectives and from the beginning of the year.
- In science, attainment and progress were in line with the broad expectations for children of this age. Children were beginning to grasp key concepts through projects and classroom activities. They recognised creatures that lived in the sea, in the rain forest and in the desert. A majority of children could talk about the characteristics of living things, and the features of Dubai's environment. They were beginning to recognize the differences between plants and animals, but were not yet confident at investigating materials to determine patterns of similarity and difference. Different groups made similar progress.

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, most students attained levels that were in line with expectations in MoE curriculum. Students had a secure knowledge of key principles of faith and worship in Islam and could explain the Five Pillars of Islam to acceptable standards. They knew the biographies of the Prophet Mohammed (PBUH) and his companions and followers. They could talk about the battles in Islam, such as the Al-Ahzab battle. However, students' abilities to link their Islamic knowledge to real life situations was limited. The majority of students made better than expected progress as measured against the lesson objectives and national curriculum expectations. Their knowledge about the Prophet's life was developing strongly.
- In Arabic as a first language, attainment and progress were in line with national curriculum expectations. Students' listening skills were strong. They were able to understand the extended and complex meaning of what they heard and exhibited the expected level of speaking. However, most were not as confident and fluent as expected when using less familiar words. Most students read fluently, with understanding when reading familiar text. Their progress overall was acceptable in developing speaking, reading and writing skills. For most students, their writing was at an emerging level and improving, due to the many writing opportunities that they were given. Different groups of students made similarly acceptable progress in lessons and over time.
- In English, attainment and progress of most students were in line with curriculum and MoE national standards. Most students had a basic understanding of English as an additional language. They knew and used a range of vocabulary related to everyday experiences such as their families, colours and mathematical words. Most students made expected progress in lessons. Their workbooks showed that they were less skilled in writing and using accurate spelling, which hindered the progress of different groups over time. Students with SEND made weak progress overall.
- Most students attained levels that were in line with the MoE standards in mathematics. The school used the National Assessment Programme (NAP) as an effective means of comparing their data with similar schools that followed the MoE curriculum. In lessons, attainment and progress were acceptable. Students' progress was restricted due to a lack of challenge in lessons. In a Grade 1 lessons the majority of the students were able to beginning to understand the principle of addition and subtraction. By Grade 5 most could recognize place value. They could multiply, divide, add and subtract at age-appropriate levels. Their grasp of fractions and ability to analyse, compare and classify two-dimensional shapes showed a deepening of understanding. Tracked levels of attainment and progress over time were consistent.

- The students' attainment in science in lessons and in their recent work, when measured against the school's curriculum, showed that most students were in-line with age-related expectations. They also made expected progress. The school had maintained this standard of attainment and rate of student progress over the previous three years. NAP test data over the same period was inconsistent. Students were beginning to develop some limited enquiry and investigation skills. Most were good at knowledge recall, but their skills were more limited when expressing their understanding of scientific concepts. Although most groups made acceptable progress in science, the progress of students with SEND was weak.

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, attainment and progress were acceptable. Most students demonstrated levels of knowledge, skills and understanding that were in line with national curriculum expectations. Students had a basic knowledge of Islamic concepts. They could explain the main concepts of Islam. However most did not have the required depth of understanding when discussing the evidence of the oneness of Allah. In lessons, students made the expected progress in relation to appropriate learning objectives aligned with the MOE curriculum. For example most students developed their knowledge of Islamic concepts and developed an acceptable knowledge about the Prophet (PBUH). However, students' progress in understanding how what they learned was applied to their own lives was less well developed.
- In Arabic as first language, students' listening skills were good. Overall, the skills of most students were in line with national curriculum expectations, including their speaking skills. Students' reading for understanding in an extended text was acceptable. The majority of students used colloquial Arabic and required support when providing extended oral answers. They made progress in developing a range of Arabic vocabulary and used this to form complete and accurate sentences. Progress was acceptable in students' writing skills. These skills had improved. Most students could successfully writing extended paragraphs, but they made frequent spelling and grammar errors. Progress was similar for different groups of students.
- Students' attainment and progress was acceptable in English because most achieved in line with national curriculum standards. Students in Grade 9 had confident speaking skills and could give competent presentations to their class and during assemblies. Overall in Cycle 2 classes, students were less skilled in drawing inferences from the texts they read than making sense of literal meaning. Workbooks showed few examples of extended, independently composed writing. Different groups of student made similar progress, but students with SEND made more limited progress overall.

- In mathematics, the levels of attainment and the rates of progress were in line with expectations. The school benchmarked students by using the NAP tests. However the school did not make best use of this data as it was not readily accessible to teachers. In lessons, the students' attainment and progress were acceptable. Most students demonstrated steady skill development and this was reinforced by the written work in their books. A Grade 7 class was applying formulae to work out the area of a circle, building upon their previous knowledge of circumference and diameter. Higher order thinking skills, through problem solving, was at an early stage. Over time, students were acquiring the mathematical skills necessary to prepare them for the next stage of their education.
- In science, attainment when measured against the school's curriculum objectives showed that students were attaining in-line with expectations. The development of scientific skills, understanding and higher order thinking was less pronounced than knowledge recall. This level of attainment and rate of progress had been maintained over the previous three years. NAP test data over the same period was inconsistent, but showed a downward trend in attainment as students' ages increased. The same data also showed significant difference between the performances of groups of students. Girls out-performed boys. Emirati students under-performed compared to other groups of students.. Most students were limited when expressing their understanding of scientific concepts. The progress of students with SEND was weak.

	KG	Cycle 1	Cycle 2
Learning skills	Acceptable	Acceptable	Acceptable

- Across the school, students were positive about their learning. Most children in KG enjoyed their activities and could work for short periods without their teachers' intervention. The majority followed instructions and were eager to take part. In cycles 1 and 2, a few boys lacked self-discipline and were easily distracted when not fully engaged in activities. In general, girls demonstrated better developed responsibility for their learning than boys. In Grade 4 mathematics, for example, they asked their teacher extended questions confidently.
- When given the opportunity and where teaching was effective, students across the school worked well together in groups and discussed their tasks appropriately. Most children in KG communicated their learning confidently. Too much whole-class teaching in other cycles did not allow enough scope for more independent and collaborative working among students.
- Most KG children and senior students made connections to their prior learning across the curriculum through daily opportunities. For example in English, Grade 9 students had found out about careers and in Grade 8 they discussed weather and climate change. Links to daily experience were a common feature in Arabic. In Islamic education and other subjects, students had more difficulty in making relevant connections.
- Students had little experience of research or using learning technologies across KG and cycles 1 and 2. As a result, students were not skilled in finding things out for themselves or in analysing information. Critical thinking skills were still a developing feature of learning. KG children's foundation of positive learning dispositions, such as perseverance, reflectiveness, sense of wonder, curiosity and engagement was insecure.

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

	KG	Cycle 1	Cycle 2
Personal development	Good ↑	Good	Good ↑

- Students across all three cycles had positive and responsible attitudes. They were able to make decisions for themselves although sometimes needed reassurance. They appreciated critical feedback.
- Students' behaviour was respectful. Rules and values were clearly stated and understood. However the exceptions were incidents concerning a few senior boys during lessons and during break time. Overall, the school provided a safe and orderly environment for all students.
- Student-staff relationships were positive and based upon mutual respect; they were productive and affirming. When teaching was good, the students co-operated well with others and reported that they felt safe, valued and supported by the staff.
- Students demonstrated a basic knowledge of what constituted healthy food, healthy living and good hygiene practices. Most students made wise choices.
- Students were punctual when arriving at school and to their lessons throughout the school day. Attendance patterns indicated a stronger picture this year compared to previous years. Overall attendance was at an acceptable level.

	KG	Cycle 1	Cycle 2
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good

- Across all of the school, students had a good appreciation and understanding of how Islamic values help shape contemporary UAE society. Most students had a sound knowledge of the key Islamic values and appreciated the influence of these values on people's lives in the UAE.
- Students were knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participated in a range of cultural activities, with pride. They wore traditional Emirati dress, prepared traditional Emirati food and demonstrated a traditional 'Yoola' performance with enthusiasm.
- Students demonstrated a developing understanding, awareness and appreciation of their own and other world cultures. Students appreciated their many interactions with different nationalities within their school.

	KG	Cycle 1	Cycle 2
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students generally showed responsibility and made positive contributions to school life. They had, for example, created small bedded gardens, and recycling boxes. Cycle 2 students had been given responsibilities as 'scouts' during break time to offer support to younger students. The student council they passed their views onto the management, in an attempt to influence the school's development.
- Opportunities for students to be innovative and creative were few. Nevertheless, their involvement in a small number of school and community projects was fostering their understanding of social responsibility.
- Students treated the school environment with respect. They had a mature attitude with regard to litter and the need to recycle materials. Involvement in local environmental projects such as the cleaning up of the local beaches, had increased their awareness of the need to respect and protect the environment.

3. Teaching and assessment

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

- Most teachers had appropriate subject knowledge and used a suitable range of approaches. Teachers in KG generally understood how young children learn best. Teachers across other cycles were less secure in how to adapt their approaches and, consequently, did not always develop students' interest sufficiently to challenge and engage them fully. Most lessons were too teacher led.
- Standard lesson planning formats provided some continuity. In KG, time management and resources supported learning appropriately. In cycles 1 and 2, teachers shared learning objectives with students and used various resources but relied too much on MoE textbooks. Time to review lessons did not help students to reflect on their own learning. Teachers did not provide consistently stimulating opportunities to help students to focus on their work.
- Most teachers had developed positive relationships with students and supported them to be confident. A few made use of open questions to extend students' thinking, but this was not consistent across subjects and classes. In Arabic, for example, teachers closed questioning and low expectations resulted in students' limited responses. During group work across a minority of classes, a few students took the lead, whilst most were only passive participants.
- Strategies to support learning in KG did not stimulate children in enough active learning. Teachers missed opportunities to engage learners by using the children's own interests as a starting point. The most able groups were not sufficiently challenged by the strategies used.
- The majority of teachers in cycles 1 and 2 did not provide students with different activities and learning to suit their needs. The most able students often lacked challenge. Teachers had few strategies beyond using different levels of worksheets to meet their needs. This resulted in students, particularly boys, losing interest and becoming disengaged. In mathematics, teachers provided more positive challenge.

- Teachers in cycles 1 and 2 were becoming more aware of how to develop students' thinking skills. Positive examples included students' presentations to their classmates on careers. However, across the school, teachers did not sufficiently encourage students to think independently and critically, and to reflect on their own learning. Problem solving and innovation were not yet regular features of teaching.
- Teaching in Arabic as first language was acceptable. Teachers had started to use a range of activities to engage students. However, lessons were dominated by the MoE textbook. Questioning was still closed; it lacked sufficient challenge to engage students effectively. Few opportunities were provided for the development of critical thinking and independent learning.

	KG	Cycle 1	Cycle 2
Assessment	Acceptable ↑	Weak	Weak

- Assessment was poorly directed and under-developed. There was no common assessment policy to guide teachers. While there were regular assessments linked to the school's curriculum, teachers were too focused on the students' knowledge of content and did not adequately measure subject skills or understanding, to give a true picture of a student's progress.
- In KG, observations were made of children's development. A baseline test was given to older students to determine their basic levels, but this assessment did not provide adequate information about students' special needs. The school used the NAP tests to benchmark students' outcomes and had begun to use other National Agenda Parameter tests.
- Data were collected from all formal assessments. These data were used to identify broad trends in the patterns of attainment for whole grades of students and for the boys and girls in that grade. The data were not used consistently to identify the levels of individual or group attainment and progress.
- There was limited analysis of the assessment data that the teachers recorded. This analysis relied on a limited data set, with most assessments being focused on the recall of knowledge and therefore the analysis was ineffective. NAP data was not sufficiently analysed. Data analysis had little impact on teaching and curriculum planning and subsequent student learning.
- Students' work was marked, but little, if any, constructive feedback was provided by teachers. Self or peer evaluation by students was rare. Students knew the results of assessments and gained some insight into their own strengths and weaknesses. The use of assessment data to understand and monitor children's individual progress was more developed in the KG than in the later phases.

4. Curriculum

	KG	Cycle 1	Cycle 2
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The MoE curriculum met statutory requirements. The curriculum was broad and balanced across all subjects and within each of its various elements. In the KG it was based on the values that reflected the MoE curriculum. Activities were planned for the different learning areas and domains. Overall however, the school's curriculum was too content driven and did not cater sufficiently for the different levels of students' abilities.
- The curriculum was planned to provide adequate progression in most key subjects. However in some class it lacked sufficient challenge. The transitions between KG and cycle 1 and from cycle 1 to cycle 2 were generally smooth and ensured progression. Older students experienced gaps in their learning, particularly in science between Grades 7 and 8.
- Students in cycle 2 had limited opportunities to make subject choices in order to nurture their talents and ambitious. There were limited opportunities to address their interests and future study and career pathway needs. A structured programme was needed to support older students determining their career pathways.
- Cross-curricular links were evident in most lessons and were a strong feature of the KG curriculum. Older students studying science, for example, made useful links to Islamic education and mathematics learning. Across classes, students had limited chances to think critically within lessons, or to reflect and research.
- The curriculum was regularly reviewed to consider its quality and its impact on students' achievement and personal development. Each department in the school identified curriculum strengths and suggested improvements at the beginning of each academic year. The KG curriculum was recently reviewed by the KG leader and teachers. However, the review was mainly based on the content rather than the development of key skills.
- The broad and balanced curriculum included social studies for all students in cycles 1 and 2. Teachers followed the MoE curriculum, basing lessons on the associated textbooks. Teachers supported students to make links between their learning and the UAE's history, culture and contemporary place in the modern world. There was scope to develop interdisciplinary learning.

	KG	Cycle 1	Cycle 2
Curriculum adaptation	Weak ↓	Weak ↓	Weak ↓

- Teachers had provided additional time in Islamic education to allow students to perfect their recitations of the Holy Qur'an. Overall, teachers across the school did not yet provide students of different abilities with tasks and activities at the appropriate level of difficulty. As a result, lessons did not consistently help students progress from what they already knew and could do.
- The school had not planned suitable opportunities for students to engage in creative, innovative or enterprising activities. Existing opportunities such as trips to the local library for research purposes benefitted only a minority of students.

- From KG onwards, the curriculum helped most students' developing understanding of Emirati culture and UAE society. Lessons in UAE history, geography and current affairs helped students progressively learn more about the country, the Gulf region, and the wider Arab world. Across the curriculum, lessons helped students make links with UAE history culture and tradition across all areas of their learning.

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

	KG	Cycle 1	Cycle 2
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- Some formal processes for safeguarding students were posted in the school. There was a general understanding of these processes across the school community. There was limited information available about bullying and in particular cyber-bullying, although the former was addressed in school assemblies. Students reported that they felt safe in school.
- A safe and clean environment had been achieved. There was room for improvement in KG, where rooms were small and not well ventilated. The staff had a good understanding of their responsibilities towards the health and safety. Regular checks of the school buildings were made. Good security measures were in place but insufficient checks were made on visitors to the school. There was a very efficient school transport system.
- The buildings, despite showing their age, were well-maintained. The school kept records of all incidents and subsequent actions. The school held regular evacuation drills and there was a limited lock-down procedure. There were sufficient health personnel to carry out appropriate checks. Health records were adequately maintained and kept up-to-date for every student.
- The premises though limited, provided a safe physical environment that is fit for purpose. The school has provided ramps to support students who required wheelchair access.
- The school had in its curriculum some limited provision for physical activity. Healthy lifestyles and eating were covered in the MoE science curriculum. The school nurse offered further support with a programme to teach healthy lifestyles. The school canteen supplied only those items approved by the Dubai municipality. Many students brought healthy break-time snacks from home.

	KG	Cycle 1	Cycle 2
Care and support	Weak	Weak	Weak

- There were acceptable procedures for managing students' behaviour respectfully. However, in more than a few lessons in younger classes in cycle 1 teachers did not set and maintain suitably high expectations of students' co-operative and collaborative behaviour.
- The school had suitable procedures for recording and checking attendance including start of day and period-by-period checks. Latecomers were identified by key staff on arrival. However, there was scope to further promote students' positive attitudes to attendance and punctuality.

- The school's developing systems of identification of students with SEND was broadly accurate. It was based on professional advice and diagnosis from external professionals. Such identification did not specify accurately the precise nature of learning difficulty for every student. Nor was it certain that every student with SEND had in fact been identified.
- The school had recently appointed suitably qualified staff, and was developing a specialist resource room, to support students with SEND. However, across the school, teachers were not confidently and suitably supporting all students with SEND in lessons. They did not accurately assess students' progress from identified starting points.
- Senior leaders relied on class teachers to provide relevant advice and guidance within the curriculum of each subject. For example, English language teachers covered preparation for next stage of education with Grade 9. Visiting speakers supplemented this programme with helpful talks to different groups of students. Students could approach key staff for specific advice and guidance on an individual basis.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The school's provision for students with SEND had been disrupted by staffing changes and a lack of clearly defined leadership responsibilities. Nevertheless, under the overall guidance of the assistant principal, necessary and important developments had begun. As a result, the school now worked in partnership with external sources of advice to identify needs more accurately..
- The school had identified over forty students with SEND. There was scope to identify needs more precisely and to ensure that all students with SEND in the school had in fact been accurately identified. Specialist staff had made a promising start to compiling students' IEPs
- Partnership with parents of students with SEND were at very early stages of development. For example, parents were not consulted during the drawing up of their children's IEPs. Parents were not kept consistently well-informed of their children's progress between termly reports. Advice and guidance was irregular and not yet consistently helpful to parents in supporting their children's learning at home.
- Teachers did not yet modify lessons to provide suitable tasks and activities for students with SEND. Currently, IEPs only existed for students' learning in Arabic. Where teachers used these plans to set suitable work, students made measurable progress in Arabic from their previous levels of knowledge and understanding. This was not yet the case in other subjects or in students' personal development.
- The majority of students with SEND did not make the expected levels of progress in their lessons. Teachers did not track and monitor students' progress accurately. The continuing process of compiling IEPs was promising improved partnership with parents. Better training for teachers to support the progress of students with SEND in all areas of their learning and personal development was also a positive move.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The recently appointed principal had been in post for one week when this inspection took place. He was currently in an evaluative phase, checking on the schools systems, before the schools vision was formulated. The principal was committed to supporting the UAE national educational journey and Emirati priorities. He aimed to develop a vision based upon the UAE Vision 2021, with four specific priorities.
- The principal brought expertise in educational management and school improvement. The senior leaders had knowledge of the MoE curriculum, as well as a genuine desire to improve students' learning. Their current strategies, designed to enhance students' learning and drive the school forward, focused on improving teachers' classroom practices. However, while improvements were evident in the KG, across the remainder of the school the learning culture remained too variable.
- Stronger relationships and communication channels were being developed within the school than previously. A harmonious atmosphere was developing in the KG, where teams, working collegially, exhibited increasing levels of commitment.
- The senior leadership team were endeavoring to formulate appropriate strategies to ensure that all staff focused on improved classroom practice. The school leaders willingly shared their knowledge and modeled where possible, best practice. However, not all had developed a secure understanding of what good quality teaching looked like.
- The senior leaders were sincere in their endeavors and were working hard, however their efforts were often thwarted by weaknesses in their knowledge and understanding. Effectiveness was diminished due to insufficient training and opportunities to observe best practice in other schools. Much required visits to other schools and an improved range of teaching resources, including computer technology, were not features in their development programme.
- The principal and school leaders had in a short time had some success in improving a limited number of some key aspects of the school, especially in KG classroom practice. Leaders had actively sought strategies and methods to enhance best practice. They exhibited some commitment to the UAE National Agenda priorities. However not all had used the NAP data effectively to better understand their students' levels of attainment.

School self-evaluation and improvement planning

Weak

- Processes to develop the school self- evaluation form for improvement planning were developing. Staff in departmental groups discussed and evaluated their areas of responsibility. However, the views of stakeholders including parents and students were not sought.
- The school had a narrow range of systems to monitor and evaluate students learning outcomes and the quality of teaching within the school. The school's NAP data was not used effectively as an evaluative benchmark, but it had accurately assessed a number of its key performance indicators.

- Teachers were observed and the quality of their teaching practice was evaluated against a small range of quality indicators. Overall ratings were promptly provided, and teachers received a small number of recommendations. The school's leaders were yet to identify patterns of school wide teaching weakness that would allow them to differentiate and personalize the staff's professional development programmes.
- The schools improvement planning, completed by the previous administration, consisted of a school wide master plan with a range of targets. However, not all targets had specific measurable outcomes, timeframes or acknowledged the required resources. This reduced the effectiveness of the plan.
- There had been a few initiatives undertaken over recent months by the senior school leaders to move the school forward. Some in-school professional development, and a focus on UAE National Agenda items had gone some way to enhancing opportunities for improved student learning. However there impact was minimal; most initiatives were not yet embedded into the schools operations.

Partnerships with parents and the community

Good




- Parents were very supportive of the school. Most attended school celebrations and events, and benefited from the formal discussions with teachers about their children's progress. They were kept well informed about all matters concerning their children. They appreciated the schools prompt responses when they had concerns.
- The school actively encouraged parents to be partners in supporting their children's learning. In general parents with children in KG appreciated regular opportunities to support their children in their homework and to engage with their children's teachers. In higher phases home work was often supported by parents, especially when projects were completed. Parents were able to communicating freely with teachers.
- The school's lines of communication were variable. The website was under development. However, there were regular updates to parents from the school about forthcoming events. Parents of students with SEND did not receive the expected levels of communication about their children's progress. Parental concerns or complaints were handled effectively and efficiently by the school.
- The schools procedures for reporting to parents on their children's progress were regular but were restricted to subject marks. There was no written information on the next steps for their children's learning. This restricted the availability of valuable information about how their children were progressing at the school.
- There were a few links with the local community. KG children's learning benefited from trips beyond the schools walls. More senior students were involved in a visits to the local library and Civil Defense establishment.

Governance	Weak
<ul style="list-style-type: none"> The school's governing board ensured that parents and other community stakeholders had a voice in the operations of the school, through solid representation on the board. However, the three scheduled annual meetings restricted opportunities for members to gain a detailed knowledge of the school, and make timely contributions. The governing board had a working knowledge of the day-to-day management of the school. The new principal had not yet informed the board of initiatives required to improve students' learning. Schools leaders were not effectively held to account for the low levels of performance of the students' academic outcomes. For example the achievement of students remained low when compared to their international peers. The governing board was not supporting the school effectively to ensure that it met its commitment to parents. It was not proactive in ensuring that enough resources, including those of technology, were provided. The newly appointed principal required support from the board in being a critical friend providing guidance during his transition into the school. 	

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The day-to-day operations and routines of the school were adequate. Timetables were purposefully designed and made the best use of the available teaching and learning spaces. Staff mobility between lessons was crisp. Little time was lost during lesson change overs. The recent high turnover of staff was adequately managed.. Most students with SEND did not have sufficient support to ensure they made the expected progress. There were few dedicated support staff to help KG teachers. Some training was provided for teachers to improve their classroom delivery. The premises and facilities were well presented, with adequate displays of student work. They were clean, well-organized and generally provided safe and secure learning environments. However many classrooms, especially those used for KG children, were small. This restricted opportunities for group work, free flow, investigation or active learning. Resources were adequate. The MoE text books were of good quality. The science laboratory had a narrow range of equipment. A classroom with 24 computers was available, but there were too few computers to support research. A recently developed room to support students with SEND and the library with a narrow range of Arabic and English fictional and non-fictional texts were positive steps in resourcing. 	

The views of the parents, teachers and 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* 	2015-2016	16
	2014-2015	68
Teachers 	3	
Students 	0	

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

- A small minority of parents completed their survey this year. Very few teachers completed their survey.
- Most parents who responded to the survey agreed that they were satisfied with the quality of education available to their children at the school. All parents agreed that their children were making good progress in Arabic as a first language and in science. Almost all parents agreed that their children were making good progress in English. However a smaller percentage felt that way about their children's progress in Islamic education or mathematics.
- Most parents agreed that their children enjoyed school, and all parents agreed that assessment including marking of work by teachers helped their children to improve. They also agreed that their children were offered a good range of subjects and extra-curricular activities, and the school prepared their children well for the next stage of their life or learning and provided career education.
- Not all of the parents were confident that the school dealt with bullying well. However, all parents surveyed agreed that the school listened to their views and acted on them.
- Too few teacher's completed their surveys to give a valid analysis of the views and thoughts of teachers.

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