

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Eman
Educational Est
(Al Eman
Private School)

Celebrating
10 years of
inspections

AL EMAN EDUCATIONAL EST
(AL EMAN PRIVATE SCHOOL)

MoE CURRICULUM

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School information

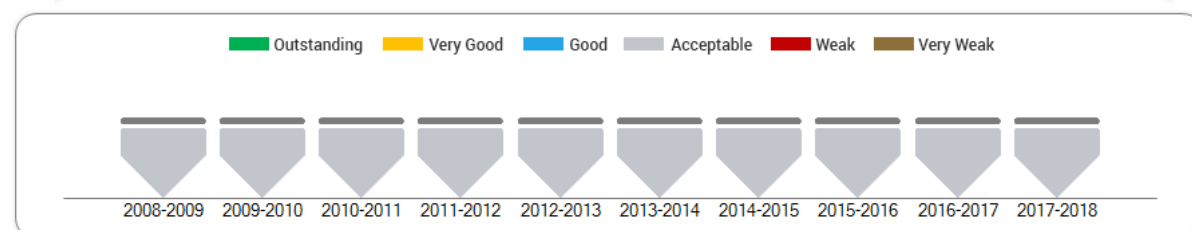
General information	
Location	Al Rashidiya
Type of school	Private
Opening year of school	1973
Website	www.ImanDubaiSchool.com
Telephone	0097142858589
Address	P.O. Box No 10003, Dubai, U.A.E Rashidiya, Khawaneej Road
Principal	Dr.Yasser Hussein Hamed
Principal - Date appointed	2/10/2016
Language of instruction	English, Arabic
Inspection dates	13 to 15 November 2017

Teachers / Support staff	
Number of teachers	45
Largest nationality group of teachers	Egyptian
Number of teaching assistants	4
Teacher-student ratio	12
Number of guidance counsellors	1
Teacher turnover	21%

Students	
Gender of students	Boys and girls
Age range	3-14
Grades or year groups	KG 1-Grade 9
Number of students on roll	523
Number of children in pre-kindergarten	0
Number of Emirati students	129
Number of students with SEND	25
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	UAE NAP
Accreditation	N/A
National Agenda benchmark tests	IBT

School Journey for Al Eman Educational Est (Al Eman private



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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

Summary of inspection findings 2017-2018

Al Eman Educational Est (Al Eman private School) was inspected by DSIB from 13 to 15 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal delegates leadership tasks to his teachers without ensuring that they have been suitably trained and supported to achieve school priorities. There is insufficient clarity and focus in the school's planning and a lack of rigour in measuring impact. The board of governors does not provide sufficient support nor hold the school accountable for its actions.

Students' achievement

In the Kindergarten (KG) children's attainment in Islamic education remains good, as does students' progress in this subject across all three phases of the school. Students' progress in Arabic at Cycle 2 also remains strong. Children's progress in English at KG has improved to good. However, in all other areas students' attainment is acceptable, with limited opportunities for critical thinking or problem-solving.

Students' personal and social development, and their innovation skills

Students are very willing contributors to school life. Emirati students, in particular; take a lead in recording students' late coming; enthusiastically contribute to assemblies and engage skilfully in traditional dance. Students demonstrate Islamic values and are knowledgeable about Emirati heritage. They have less opportunity to develop innovation skills or creativity through leading their learning or through initiating enterprise activities.

Teaching and assessment

Teachers and students interact well. Recent professional development is enabling teachers to improve questioning which supports students' thinking. Teaching in the KG is most effective. Teachers' planning in Cycle 1 and 2 does not sufficiently focus on meeting all students' needs. Teachers' expectations of students are limited due to poor assessment information.

Curriculum

The school curriculum focuses on knowledge rather than on students' learning skills. It broadly prepares students for future studies but older students have limited subject choices. The curriculum is being modified to meet the needs of students with special educational needs and disabilities (SEND). There is a strong emphasis on Emirati culture and UAE society. Enterprise and innovation activities and opportunities for social contributions are limited.

The protection, care, guidance and support of students

The school ensures a safe, caring and supportive environment. Staff regularly monitor student attendance and respond quickly to any issues of concern. Increasingly, the needs of students with SEND are being identified but there is less focus on gifted and talented students. Healthy living is being promoted, as is advice and guidance on career choices. Child protection arrangements are developing.

What the school does best

- The caring and supportive ethos of the school
- The progress made by children in the KG in developing their English language skills
- The progress of students in Arabic across the school
- The contribution of Emirati students to the ethos of the school
- Students' understanding of Islamic values and Emirati heritage.





Key recommendations

- School leaders should:
 - gain a better understanding of the school's strengths and areas to develop
 - consult with staff to establish a shared strategic direction for the school
 - establish clear and challenging expectations to improve school performance
 - ensure leadership training, closer monitoring and better distribution of workloads
 - identify and prioritise specific and measurable targets for improvement and monitor their progress and impact rigorously.
- The governing body should increase its knowledge of the school and hold leaders rigorously accountable for school performance.
- Improve assessment processes by:
 - gathering accurately trends in student performance and identify strengths and weaknesses
 - setting challenging targets for improvement and measuring their impact rigorously on raising students' attainment and accelerating their progress.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2
Islamic education 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good	Good
Arabic as a first language 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
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	Good ↑	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	Acceptable	Acceptable	Acceptable

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	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- There is insufficient data available to make a judgment on students' attainment in English, mathematics, science or Arabic.
- The school meets the registration requirements for the National Agenda Parameter.
- Senior leaders have not developed a National Agenda action plan, nor are they aware of the need to improve their performance to meet the National Agenda targets.
- The school has recently received results from the cognitive ability tests (CAT4) for students from Grades 4, 6 and 8. However, the school has not analysed these results, UAE NAP results or the IBT results to highlight strengths and areas for development.
- The school has not yet aligned the curriculum in English, mathematics and science to the expectations of international assessments. Consequently, modification to the curriculum remains an underdeveloped area.
- Adjustments to teaching strategies are limited. A focus on the use of critical thinking and investigative work is not evident.
- The access and use of modern technologies is not a strong feature of the curriculum nor embedded in learning. All research activities that are related to project work are conducted at home.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students

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



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

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

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

- Senior leaders are aware of the need to improve the achievement and learning skills of Emirati students and are preparing plans for intervention to raise achievement. Monitoring and evaluation of the provision and outcomes for these students are underdeveloped and in need of improvement. The partnership with parents to raise students' aspirations is developing.
- Emirati students have positive attitudes to learning and most demonstrate perseverance in lessons. They are keen to show what they know and can do, and collaborate in groups when given the opportunity. The analysis of attainment data is underdeveloped. Consequently, the school does not have reliable information to plan intervention programmes to accelerate students' progress, as individuals or groups.
- Emirati students who are identified as having specific learning needs benefit from small group tutorial support in Arabic, English and mathematics. Tasks and support are personalised to meet their specific needs. In lessons, teachers' expectations of what students can do are not high enough to enable them to make good progress or excel in their learning. The majority of teachers support students who have difficulty in completing tasks in lessons.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- The curriculum follows the requirements of the UAE moral education programme (MEP) learning outcomes. It is integrated appropriately with the school's curriculum framework.
- Teachers have secure subject knowledge and generally engage students through the use of supplemented resources and real life examples.
- Students occasionally share their prior knowledge and understanding. They collaborate together to explore the concepts of the MEP when given the opportunities to do so.
- Student learning is assessed taking account of how students feel, think and act and is reported to parents as students' personal and social outcomes.

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

Social Studies

- The curriculum follows closely the requirements for the UAE social studies learning outcomes. It is broad and balanced with meaningful curricular planned links.
- Teachers use the UAE social studies textbook series, supplemented with additional materials to plan appropriate lessons, and provide environments where students can meet learning expectations.
- When given the opportunity, students collaborate to explore concepts of the UAE social studies. Their use of technologies to support their learning is not evident.
- Assessments in UAE social studies are consistent and provide appropriate measures of students' progress in order to meet the needs of most groups of students.

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


Innovation in Education

- Students have very little opportunity to show independent learning through applying personal research or solving problems.
- Students are involved in few innovation and recycling activities, most often teacher led, resulting in students' creativity and entrepreneurial skills being underdeveloped.
- Teachers are at an early stage of developing students' critical thinking. Students have very limited opportunities to use information technology.
- The curriculum provides insufficient opportunities for students to work independently, solve problems, predict outcomes or carry out personal research.
- Leaders' understanding of innovation is limited despite recent professional development. As a result, it is not a school priority.

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

Main inspection report


1. Students' achievements

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

- In Islamic education, the majority of children in the KG perform above curriculum expectations. Students' knowledge, including reading of the Holy Qur'an and recitation skills, are consistently stronger in Cycle 2.
- In the KG, children know the appropriate Islamic greetings and can memorise short Surahs. Students across the school make good progress in developing their understanding of Islamic concepts such as the Pillars of Islam and Sunnah.
- Students can talk about Friday Prayers and the need for good deeds. They recall information in Al Sunnah and Al Seerah, including references to the prophet's life (PBUH). They make appropriate connections between the Sunnah and the Holy Qur'an.

For development


- Improve students' skills in reading the Holy Qur'an in Cycle 1, and the accuracy of applying rules of recitation.

		KG	Cycle 1	Cycle 2
Arabic as a first language 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good

- Most students' attainment and progress are in line with age expectations, which are reflected in the results of internal assessments. Students understand their teachers' instructions and questions. They listen attentively to others and can give extended responses.
- Students' listening and speaking skills are stronger than other skills but uneven across the school. Students can read with appropriate fluency but are less skilled in reading for information and inference. This is strongest in Cycle 2 where students are provided with more opportunities to read.
- Although writing skills are developing in all cycles, students' abilities to write imaginatively and at length are variable. Again this is best at Cycle 2, where students are encouraged to write more extensively.

For development


- Improve skills in reading across all cycles to help students analyse text and specify the main idea.
- Improve students' extended writing skills.

		KG	Cycle 1	Cycle 2
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable

- Attainment in English is acceptable in all phases. When measured by curriculum standards, the majority of students attain higher standards than observed in lessons and work samples. Achievement in Grade 8, when measured against international standards, is weak.
- Children in the KG make a positive start because they receive additional teaching in English. In Cycles 1 and 2, there is a focus on reading and comprehension of texts, securing some improvements in students' achievements. Students' speaking skills are stronger than writing because students have less time to write at length and for purpose.
- Students of all ages study a range of literature, including Bedouin poetry. Textual extracts encourage students to make connections between what they read and what they know. Increased time spent in discussion improves students' vocabulary and ability to express their personal opinions.

For development


- Provide students with frequent opportunities to write their own stories and poems and share these with others.

		KG	Cycle 1	Cycle 2
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- Overall, student attainment as reflected in internal assessments is broadly in line with curriculum expectations. However, mathematical knowledge is developing at a slow pace as the ability of students to apply their skills to other subjects or to real life is underdeveloped.
- In the KG, children develop an adequate grasp of number and shape. In KG2 most children can read and write numbers at the expected level. Students' understanding and application of addition are in the early stages of development.
- Students' problem solving and reasoning skills are underdeveloped, limiting attainment at higher levels. Teaching is focused mainly on knowledge acquisition and procedural proficiency, preventing students from gaining the appropriate skills for their ages.

For development

- Provide students with frequent opportunities to reason, problem solve and think critically in mathematics lessons.

		KG	Cycle 1	Cycle 2
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- In all the phases students demonstrate knowledge and understanding of scientific concepts that are in line with curriculum expectations. The high levels of attainment shown in internal assessment data are not reflected in external assessment results.
- Students can apply their knowledge of scientific facts in new and familiar situations. However, they have insufficient opportunities to carry out investigations or demonstrate concepts using scientific research methods.
- The promotion of active learning is having limited impact on students' achievement levels, as investigations and enquiry-based learning opportunities are overly directed by teachers.

For development

- Provide students with a range of opportunities to enable them to deepen their understanding of scientific concepts through investigations and enquiry-based learning.

	KG	Cycle 1	Cycle 2
Learning Skills	Acceptable	Acceptable	Acceptable

- Students have few opportunities to work independently because teachers direct much of their learning. Most students enjoy collaborative work but only a few take an active part in leading discussions, debating in groups or writing down a groups' answers.
- Students in Cycle 1 and 2 are increasingly thinking and reflecting on what they have learned. Little age-appropriate research or use of technology is evident in lessons.
- Children in the KG have few practical or exploratory experiences that they initiate. Older students do not develop the skills of scientific enquiry or mathematical investigation. Arabic and English reading and speaking skills develop quicker than writing.

For development

- Enable students to take responsibility for their learning in all subjects and grades.
- In the KG, provide more time for children to choose their own area of interest and learn with minimal supervision.

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

	KG	Cycle 1	Cycle 2
Personal development	Good	Good	Good

- Students demonstrate good behaviour and attitudes to learning. They are respectful to each other and staff. Children in the KG take responsibility and follow instructions well. The overall attendance and punctuality rates are good, although a few students arrive late to classes.
- Students' personal development includes following school rules closely, which creates an orderly and safe school environment. Students lack regular feedback in lessons, limiting their ability to identify next steps in their learning. They rarely take risks in their learning.
- Students have a sound understanding of healthy living. They participate in activities that promote their health and safety, such as their participation in physical education classes.

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

- Students demonstrate a deep knowledge and understanding of the UAE, its heritage and wider Arabic culture. Across the school, students are knowledgeable about their own traditions and how they impact on their daily life.
- Students' understanding of the impact of Islamic morals on their own life and modern society in the UAE is strong. They have a strong awareness of how Islamic values, such as honesty and respect, support strong community relationships.
- Effective links with the UAE culture are maintained by integrating Emirati culture within the curriculum. As a result, students' understanding of their traditions and life is secure. However, knowledge of worldwide cultures is less well developed.

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

- Students contribute to the life of the school by leading teacher-planned daily assemblies. They participate in volunteer activities such as donating clothes, books and money, and respond well to the opportunities provided by the school.
- Students demonstrate a positive work ethic and participate in school projects and activities but they very rarely initiate them. They make adequate contributions to school projects but are mostly passive participants in them.
- Students show a basic understanding of the importance of protecting the environment. They take adequate care of their school environment by recycling paper and plastic. They willingly participate in school-initiated projects such as cleaning a public park in a neighbouring area.

For development

- Enable students to initiate projects that have a positive impact on the school, wider community and environment.

3. Teaching and assessment

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

- Teachers have sufficient and secure subject knowledge. In the KG, teaching is more appropriate and matched to how young children learn. In Cycle 1 and 2, teachers over-direct students and provide too few opportunities for learning through exploration and investigation.
- Teaching of Islamic education is good throughout the school, as is the teaching of Arabic in Cycle 2. English teaching is improving in the KG. In other subjects, most teachers do not challenge students or plan opportunities to accelerate their progress.
- Teachers are planning more active learning for all students and assess their thinking through the improved use of questioning. More able students are not fully stretched because teachers' expectations are not high enough.

	KG	Cycle 1	Cycle 2
Assessment	Acceptable	Weak	Weak

- Assessment in the KG is based on teachers using observational records to assess individual children's attainment and progress. In the other phases, internal assessment processes are aligned with MOE requirements but students' progress is not effectively or accurately measured.
- The school enters a limited number of students for international benchmark tests. It does not align its internal and external benchmark assessments. The school does not use CAT4 data to identify the range of students' abilities in classes.
- Teachers' limited knowledge of their students hinders the provision of effective support and challenge. Teachers' written feedback does not guide students towards their next steps in learning. As a result, students' abilities to assess their own strengths in learning and areas for improvement are underdeveloped.

For development

- Use coherent and comprehensive assessment processes to measure student progress accurately.
- Analyse externally benchmarked data in English, mathematics and science; use the results of the analyses to monitor students' performance.

4. Curriculum

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

- The school curriculum has appropriate continuity, progression and rationale. However, the cross-curricular links planned in the curriculum are not clearly evident in teaching and learning.
- The curriculum is reviewed regularly but curriculum mapping in each subject is completed only term by term. The implementation of the curriculum is more focused on knowledge than on skills. It does not enable students to develop the necessary learning skills in most subjects.
- The choice of subjects for the older students is narrow. Students across the school have limited access to resources and opportunities that enable them to carry out independent research, think critically and pursue their interests. However, the curriculum adequately prepares students for the next phase in education.

	KG	Cycle 1	Cycle 2
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum has not been effectively modified to meet the needs of most groups of students, such as those with SEND. It is better in the KG, where it is adapted to enhance children's linguistic skills.
- The curriculum strongly reflects the Emirati culture and UAE society, especially in social studies. It offers some enterprise opportunities but this is not consistent across the school. In addition, it provides students with limited opportunities for innovation.
- The curriculum identifies clear links with UAE culture and heritage. Their implementation impacts positively on students' academic and personal growth. This has been enhanced by strong links with some local government departments.

For development

- Modify the curriculum effectively to meet the needs of all groups of students.
- Provide more enterprise and innovation opportunities across all curricular areas.
- Amend the curriculum to provide a balance between knowledge and skills in every subject.

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

- School premises and equipment contribute to the provision of a safe environment. Fire drills take place routinely. There are sufficient medical staff to provide adequate support. Students participate in healthy living activities and “healthy lifestyles” is clearly incorporated in the curriculum.
- The physical environment is well-maintained and kept clean. Staff are caring and supportive to students. They take into consideration potential risks when involved in activities within or out of the school.
- There are formal procedures in place to provide for the safeguarding of students. However, not all staff, students and parents are fully aware of the procedures to follow, should they need to.

	KG	Cycle 1	Cycle 2
Care and support	Acceptable	Acceptable	Acceptable

- The relationships between staff and students are generally positive. Behaviour management, both in classes and around the school, is well-handled. The identification of students with special learning needs and the related provision of appropriate support is developing.
- Students are supported in relation to their individual academic progress, as well as their personal health. Advice and guidance is offered to older students regarding their higher education and preliminary career choices when they leave the school.
- Through the maintenance of accurate records and the systematic promotion of good attendance, the school has achieved a history of good attendance and punctuality.

For development

- Ensure all staff, students and parents are fully aware of the procedures to follow for child protection and safeguarding of students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Senior leaders promote an inclusive ethos and welcome students with SEND. The school has not identified a governor for inclusive education or an inclusion champion. The quality of planned interventions in the classroom for students with SEND is inconsistent.
- The school uses a range of diagnostic tools to identify students with SEND, including information from parents and teachers. External providers support assessments of more complex needs. However, students' individual education plans do not always have clear and precise targets.
- The school fully informs parents about their children's progress, including daily and weekly updates. They appreciate the help and guidance they receive. A few would like the school to provide more activities to do at home with their children.
- Individualised support and carefully planned activities are a feature of tutorial groups. Students respond well to the systematic approach to developing skills. In lessons, tasks and activities are not always well matched to the ability of the students.
- In the tutorial groups, teachers are responsive to individual needs. In lessons, progress is variable and learning skills do not develop quickly enough.

For development

- Provide professional development which enables teachers to plan tasks that systematically develop students' skills.
- Monitor the impact of training on student's progress and learning skills and provide guidance for teachers on how to improve achievements in lessons.

6. Leadership and management

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

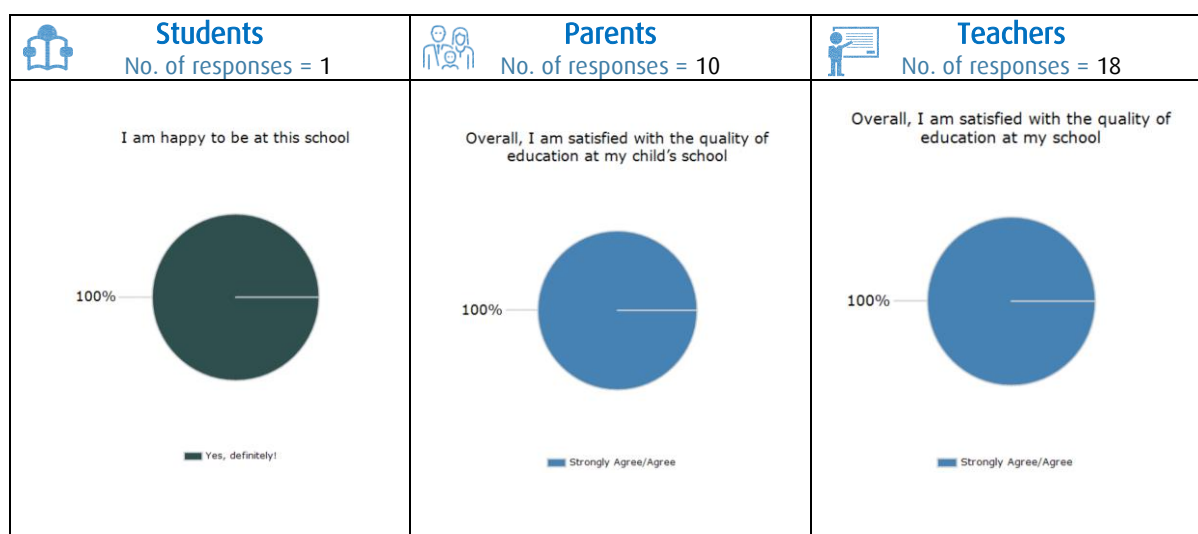
- The principal has not set a strategic direction for the school. He has delegated leadership roles to his committed and hard-working staff and is over-reliant on their knowledge of the school. Leaders rely heavily on external evaluations of their school to identify strengths and weaknesses. As a result, their capacity to lead, innovate and analyse school performance is underdeveloped.
- The school lacks a systematic and rigorous approach to evaluating its work. Leaders take insufficient account of student performance in national and international tests and do not analyse improvement trends, including student progress over time. They do not effectively monitor the progress being made in achieving improvement targets. Consequently, limited progress has been made in meeting agreed priorities and implementing the recommendations of the previous inspection.
- Parents are regularly involved with the school through actively supporting school events, fund raising and in supporting students' understanding of Islamic values and Emirati heritage. The school communicates regularly with parents, including providing regular information on their children's personal development and progress in school tests. Links with the wider community include supporting a range of charities.
- The governing board meets the principal regularly. However, its input into the setting of school priorities or knowledge of school improvements beyond purchasing resources is limited. Board members have little influence on school decision-making. They lack insight into student attainment and progress. As a result, their ability to influence the work of the school and hold staff accountable is restricted.
- This school runs smoothly. Staff and students are aware of the routines and daily activities. Qualified teachers are deployed appropriately and the facilities are utilised in an efficient manner. The resources available are used effectively.




For development

- Urgently evaluate the school's strengths and weaknesses and use the outcome of the evaluations to set clear and measurable school improvement targets.
- Monitor the impact of implementation of the targets on students' learning.
- Governors must hold the school leadership accountable for achieving these targets.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Only one student responded to the survey.
 Parents	<ul style="list-style-type: none"> Almost all of the small number of parents who responded to the survey are very happy with the school. However, a few are concerned about the teaching and learning, their children's personal and social development, school safety, the quality of the curriculum and the lack of impact the leadership of the school is having on students' achievement. Inspection evidence concurs with most of these views.
 Teachers	<ul style="list-style-type: none"> The small number of teachers who responded to the survey are very pleased with almost all aspects of school life. A few teachers do not think that the school has sufficient resources, including technology, to support students' learning. They also think that the school does not ensure sufficient student safety when browsing the Internet. Inspection evidence concurs with most of these views.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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