

Inspection Report



Islamic School for Training and Education 2014-2015



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

www.khda.gov.ae



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School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	1982
Website	www.sslootah.com
Telephone	04-2646001
Address	Muzher - Muhaisnah (1) Dubai
Principal	Faddah Said Ahmed Nasser Lootah
Language of instruction	Arabic
Inspection dates	27 th - 30 th October 2014



Students

Gender of students	Boys and Girls
Age range	4 - 16
Grades or year groups	KG 1 - Grade 11
Number of students on roll	725
Number of children in Pre-K	NA
Number of Emirati students	290
Number of students with SEN	0
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	45
Largest nationality group of teachers	Egyptian
Number of teacher assistants	7
Teacher-student ratio	1:18
Number of guidance counsellors	1
Teacher turnover	7%



Curriculum

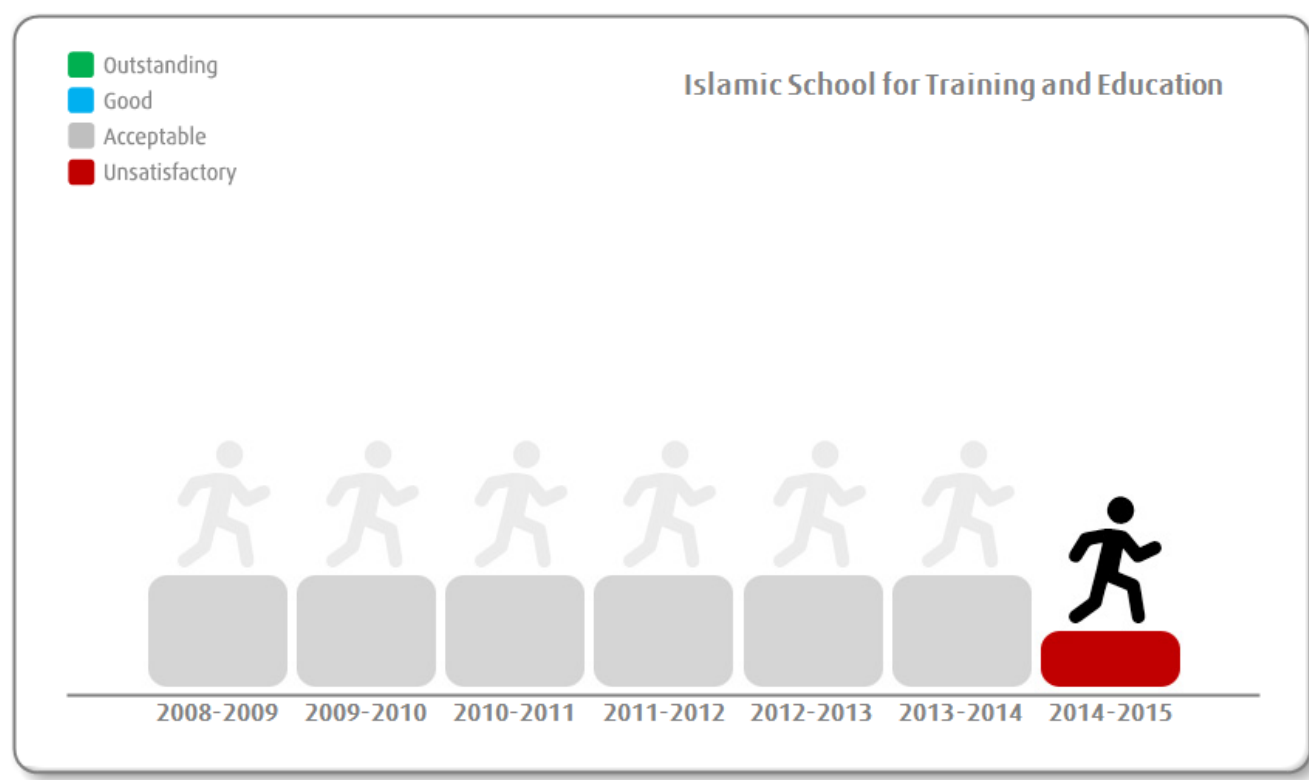
Educational Permit	MoE
Main Curriculum / Other	MoE
Standardised tests / board exams	NAP
Accreditation	NA



Dear Parents,

Islamic School for Training and Education was inspected by DSIB from 27th -30th October 2014, and the overall quality of education provided by the school was found to be **Unsatisfactory**

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



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

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

Strengths

- Students' attainment and progress were good in Islamic Education in the Kindergarten phase and in Cycles 1 and 2.
- Students across all cycles had good personal responsibility.
- There was a strong Islamic ethos in the school. This had a positive influence on the behaviour of students. The students had a good understanding of Islamic values and the Emirati culture, which was evident across the school.

Areas for improvement

- Improve the quality of leadership by appointing a suitably qualified principal and establishing an effective leadership team to improve key aspects of teaching, learning, assessment and the curriculum.
- Ensure effective processes are in place to regularly evaluate key aspects of the school's performance and to identify the school's strengths and areas that require further development.
- Improve the school's curriculum by aligning its content with that of the Ministry of Education curriculum.
- Develop an appropriate student admission policy which includes access for students with a special educational need.
- Establish reliable assessment systems and use the resulting data to modify teaching and the curriculum so that the learning needs of all students are met.
- Ensure students are safe and secure at all times while in the school's care by establishing appropriate and rigorous policies and improved procedures.

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

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

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

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Islamic School for Training and Education



How well does the school perform overall?

Overall, the Islamic School for Training and Education provided an '**unsatisfactory**' quality of education for its students.

- In Islamic Education, attainment and progress were good in the first three phases of the school. Attainment in Arabic as a first language in Cycles 1 and 2 was good, as was progress in Cycle 2. Attainment and progress in English in Cycle 2 were also good. In these languages, the writing skills of most students were less well developed than their listening and speaking skills. In mathematics and science, the schools external and international assessment results showed that students performed significantly below an expected international standard. This was particularly the case for reasoning and application skills questions. The learning skills of most students were acceptable across all phases. However, in all cycles, students lacked opportunities for independent learning and the application of critical thinking.
- Students' behaviour and their relationships with others were mostly respectful. Students had positive attitudes to healthy living, although their food choices during break times did not reflect this. Students in all phases had a good understanding of Islamic values and how these influenced everyday life in Dubai. They had good knowledge of the Emirati heritage and culture, but less understanding of other cultures.
- In the best lessons, teachers' good subject knowledge helped students to make progress. However, many lessons were restricted; students were expected to follow the prescribed workbooks. Use of assessment information to improve students' performance was underdeveloped across all phases.
- The school's curriculum did not follow that prescribed by the Ministry of Education. It was not sufficiently adjusted to meet the needs of different groups of students. However, in the Kindergarten phase, the curriculum had acceptable breadth and balance. It was adequately modified and enriched with an appropriate range of extra-curricular activities.
- The school building was poorly maintained and security arrangements were not robust. The school did not have a policy and procedures for the protection of children.
- The leadership of the school was unsatisfactory. The processes for identifying the school's strengths and areas for development were not in place. Although the school had acceptable links with parents and the community, these did not always lead to enhancing students' learning. There was no Governing Board to support the school or hold it to account. The day-to-day management of the school was not effective. The schools facilities and resources did not support students learning.

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



- Students with special educational needs were not admitted into the school. The school did not have any systems in place to identify the needs of those already attending the school. There were no lists or records of any students with special educational needs because the school leaders claimed that there were none.
- Those students who may have had a special educational need were not supported.
- The content of lessons was not appropriately modified.

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

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Acceptable ↓
	Progress	Good ↑	Good	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Acceptable	Good	Good	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Good	Acceptable ↓
 Arabic as an Additional Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Acceptable	Acceptable	Good	Acceptable ↓
	Progress	Acceptable	Acceptable	Good	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable	Acceptable	Acceptable ↓	Acceptable ↓

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
Assessment	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓

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

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
Curriculum design to meet the individual needs of students	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable ↓

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

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



School Inspection Report

Overall school judgement

Unsatisfactory ↓

Key strengths


- Students' attainment and progress were good in Islamic Education in the Kindergarten phase and in Cycles 1 and 2. Students across all cycles had good personal responsibility.
- The Islamic ethos of the school had a positive impact on the behaviour of students.
- The students' understanding of Islamic values and Emirati culture was good.


Changes since the last inspection

- The progress of children in the Kindergarten phase had improved in Islamic Education.
- In Cycle 3, students' attainment and progress in most key subjects had declined to acceptable.
- Students' learning skills had declined to acceptable in Cycles 2 and 3, as had teaching for effective learning in these cycles.
- The level of students' community and environmental responsibility across the school, had declined to acceptable.
- The quality of assessment and curriculum quality and design had declined. They were now unsatisfactory across Cycles 1, 2 and 3.
- The school's arrangements to ensure students' health and safety across all phases were unsatisfactory.
- Almost all aspects of leadership and management had declined to unsatisfactory. The quality of school links with parents and the community had declined to acceptable.


Recommendations

- Ensure the immediate appointment of a suitably qualified principal and establish an effective leadership team to improve a range of the school's operations including: teaching, learning, assessment, the curriculum, health and safety and almost all aspects of leadership and management.
- Develop assessment systems and practices to obtain and analyse valid and reliable data. Use the findings to modify teaching and the curriculum to meet the learning needs of all students.
- Ensure that the school delivers the Ministry of Education curriculum as stated in the school's licence.
- Ensure that all students are safe and secure within the school by implementing policies and procedures for child protection, security, supervision and maintenance.
- Develop and implement a school admissions policy that ensures access for all students, including those with special educational needs.
- Ensure that the school deploys teaching staff based on their specific subject expertise and their teacher appointment letters.
- Establish effective processes for self-evaluation based on rigorous monitoring of performance in all aspects of the school.


 Improved from last inspection

 Declined from last inspection

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


KG		
Subjects	Attainment	Progress
Islamic Education	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

- In Islamic Education, the majority of children memorised and could recite a number of short Surahs, Hadiths and Du'as confidently. They had developed a good understanding of Islamic concepts, such as dining etiquettes and could relate these to real life situations.
- In Arabic as a first language, most children responded to their teachers' questions and expressed their feelings in simple sentences. They recognised and read some words correctly. They wrote their names and simple words accurately. Their progress in reading and writing was acceptable.
- In English, most children's language development and emerging literacy was at an age-appropriate level. The majority of Kindergarten 1 children made better than expected progress in relation to their starting points. However, the progress of children in Kindergarten 2 was slower.
- Most children had an acceptable understanding of mathematical concepts and skills. These were in line with the Ministry of Education curriculum standards. Their progress in developing their number skills was acceptable.
- Most children acquired an acceptable knowledge and understanding of scientific facts and processes through hands-on activities. A few were able to classify food types as healthy or unhealthy in their play. Progress was restricted as a result of too much teacher intervention.

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

- In Islamic Education, the memorisation and recitation skills of the majority of students were above expected levels. Most students demonstrated a good understanding of Islamic concepts such as the Pillars of Islam, group prayers and Hadiths. They could recite a good number of Du'as, on a narrow range of topics.
- In Arabic as a first language, most students had appropriate listening skills, adequate levels of reading comprehension and a good knowledge of grammar. Their writing skills were less well developed.

- In English, attainment and progress were acceptable. Most students could answer simple questions using newly-acquired vocabulary in meaningful sentences. There were limited opportunities to engage in listening and speaking activities in pairs or small groups. This restricted students' progress in the functional use of the newly-acquired language.
- In mathematics, most students showed acceptable attainment and progress overall. Students could confidently use different methods of calculation. However, their geometry skills were weaker. Younger students' understanding of place value was weak. Consequently, this restricted their ability to master subtraction and addition when using two digit numbers.
- Students' knowledge and understanding of scientific concepts were acceptable. Most students were able to classify solids, liquids and gases. Progress was restricted because of a limited number of active learning experiences.

Cycle 2		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable 

- In Islamic Education, the majority of students had recitation and memorisation skills that were above expectations. Most had a good knowledge and understanding of Islamic concepts and could support their answers with many verses of the Holy Qur'an and Hadith.
- In Arabic as a first language, the majority of students had well-developed speaking and reading skills. Most could correctly recognise differences between types of sentences. They made good progress in analysing characters in a given narrative, using correct grammar rules and writing short paragraphs correctly.
- In English, the majority of students were confident in listening, speaking and reading. Their writing skills were less strong. Students' progress was good in all four aspects. Those with less experience of English language usage also made good progress. However, this was at a slower pace.
- Overall, most students in mathematics were able to answer questions and solve problems using the information presented. They could select the appropriate operation and were accurate in their calculations. They understood inverse operations and could use their skills to check the accuracy of their calculations.
- In science, students had an acceptable knowledge and understanding of the main age-appropriate concepts. For example, they observed edible plant parts and developed their understanding of the functions of these parts. However, students overall had too few opportunities for hands-on activities. This restricted their progress.

Cycle 3		
Subjects	Attainment	Progress
Islamic Education	Acceptable ↓	Acceptable ↓
Arabic as a First Language	Acceptable ↓	Acceptable ↓
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Acceptable ↓	Acceptable ↓

- In Islamic Education, most students exceeded expectations in their memorisation and recitation skills of the Holy Qur'an. However, they had only an acceptable level of knowledge and understanding of other aspects. Students made only acceptable progress in developing their knowledge and understanding of the Islamic principles of Fiqh, and Seerah. They had limited opportunities to study these principles.
- In Arabic as a first language, most students demonstrated adequate understanding of grammar and vocabulary. Students made acceptable gains in reading short stories and expressing their understanding. However, the majority demonstrated weak writing skills.
- Attainment in English was acceptable. Overall, most students made adequate progress as measured against lesson objectives. Students in the upper grades had better levels of attainment and progress than those in the lower grades of this cycle.
- In mathematics, attainment and progress were variable across the cycle. Students in the higher grades made better progress than those in lower grades in solving equations and relating their learning to the world of work, such as industry and engineering.
- Students' attainment in scientific theory and practical work were acceptable overall. Their practical skills were well developed. However, students' abilities to apply their knowledge to new situations and to solve problems were limited. Students had too few opportunities to develop their critical thinking and investigative learning skills and this limited their progress.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓

- Most students had positive attitudes to learning. They were attentive and responded well to teachers' requests. However, in most lessons, students were passive listeners. They had only a general awareness of their progress and strengths as learners.
- Most students interacted appropriately with their teachers. However, their ability to collaborate with one another was variable, as was their ability to work independently. They were given insufficient opportunities to develop these skills by their teachers.
- In a minority of instances, students were able to apply their skills to real-life problems with confidence.
- Students acquired the majority of their knowledge and skills by listening to and following teachers' instructions. There were too few opportunities to develop age-appropriate research and technological skills or to develop independent thinking and problem solving skills.





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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal responsibility	Good	Good	Good	Good

- Almost all students across the school had positive and responsible attitudes. Students demonstrated strong self-reliance and appreciated critical feedback from their peers, particularly in the upper phase of the school.
- Students in all phases exercised self-control. They were courteous and friendly towards one another and to adults.
- Behaviour was mostly respectful. Students' relationships with other students and staff members were mutually respectful. Most students cooperated well with others.
- Students' understood what constituted healthy living. They could confidently explain the advantages of eating healthy food. However, students' food choices during the school break did not always reflect such a strong understanding.
- Student attendance was good. Almost all arrived in good time for lessons and at the start of the school day.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students in all phases had a good understanding of Islamic values and how these influenced everyday life in Dubai. The impact of Islam on citizens' everyday lives in Dubai was well understood.
- Students demonstrated a good knowledge of Emirati heritage and culture, and recognised the importance of preserving it. They could confidently explain the importance of traditions of the UAE.
- Students were aware of cultural diversity. However they could provide only limited details about other world cultures.

	KG	Cycle 1	Cycle 2	Cycle 3
Community and environmental responsibility	Acceptable 	Acceptable 	Acceptable 	Acceptable 

- Some students held positions of responsibility and were aware of their duties in the school community. However, their views had limited influence on the school's development. Projects initiated by students were rare. They had little impact on the school or the wider community.
- Students exhibited a positive work ethic but had limited opportunities to be creative or innovative. They had too few opportunities to contribute to decision-making. While they enjoyed participating in activities, they rarely took the lead.
- Students had a basic understanding of environmental sustainability and major ecological issues. Their participation in projects and activities that supported conservation were limited. Not all students respected the school's environment. A minority left litter and food around the grounds after break.

3. How good are teaching and assessment?

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
<ul style="list-style-type: none"> Teachers' subject knowledge was inconsistent. Their understanding of how students learn was limited. Lesson plans did not identify clear objectives for learning. In the few better lessons, planned activities enabled students to participate actively. However, in less effective lessons, the pace of learning was slow. Students were required to complete repetitive activities in the school supplied workbooks. Good relationships between students and teachers created a positive climate for learning. Most teachers were not skilled at asking students challenging questions. This was particularly notable when more capable students were not sufficiently challenged. Most lessons were dominated by teacher talk. There were few practical activities to capture students' interest and motivate them. There was minimal time for students to think, solve problems, or to find out things by researching, or for independent learning. In a few lessons teachers linked learning to students' everyday experiences, creating more interest, involvement and engagement. In Arabic as a first language, resources in KG were adequately integrated in lessons, but ineffective use of Teacher Assistants, and limited opportunities to work in groups. In Cycle 1, a minority of teachers used questioning and resources appropriately. However, didactic teaching, ineffective lesson planning, and limited interesting activities were observed in a majority of lessons. In Cycle 2, there was effective use of questioning but excessive focus on grammar and limited extended writing opportunities. In Cycle 3, there were adequate opportunities for students to use Learning Technology for research but the use of non-standard Arabic and weak planning were prevalent. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
<ul style="list-style-type: none"> In the Kindergarten phase, assessment systems to track children's progress were in place. In Cycles 1, 2, and 3, assessment practices were not linked to the curriculum. The analysis of students' assessment results was poor. The arrangements to track the progress of students were inconsistent. The school participated in a range of external benchmark tests. However, school leaders had not carried out any analysis of the data, nor used it to generate plans that would improve students' performance. Most teachers did not use information from assessments to modify their lesson planning, teaching or the curriculum. Teachers provided encouraging oral feedback in most lessons. However this did not include guidance to identify the next learning steps of students or to support their improvement. 				

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


	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
<ul style="list-style-type: none"> The curriculum lacked a clear rationale and an appropriate balance. It did not contain the expected content of the Ministry of Education curriculum. For example, the school did not follow the required Arabic as a first language curriculum as prescribed by the Ministry of Education; it had adopted a series of school-produced books of letters and grammar. These did not contain clear standards and appropriate learning expectations. The curriculum did not provide continuity within subjects, which restricted progression from one cycle to the next. The vocational and practical studies in the senior school provided better learning opportunities for students. These subjects were well planned and based on a clear set of standards. The curriculum provided insufficient opportunities to enrich the educational experiences of students. Few cross-curricular links existed. Opportunities for students to research and develop independent learning skills were limited. In the Kindergarten, the curriculum was reviewed to ensure adequate provision in all subjects. This was not the case in other cycles, where time allocated for programme delivery was insufficient in most academic subjects, particularly in the upper cycles of the school. The school did not follow the Arabic language curriculum of the Ministry of Education. Instead, it adopted a series of school-made books that lacked clear standards and expectations. In KG, the curriculum was based on MoE standards and was supported by adequate additional resources. 				

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design to meet the individual needs of students	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
<ul style="list-style-type: none"> Few adjustments were made to the curriculum to meet the needs of different groups of students in Cycles 1, 2, and 3, particularly for boys and students who had special educational needs. Curricular choices were limited, especially for older students. There were few planned extra-curricular activities to support students' academic and personal development. 				

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓	Unsatisfactory ↓
<ul style="list-style-type: none"> Written policies and procedures for child protection, including cyber safety were not in place. Staff and students were not aware of these important procedures. However, the potential dangers of the internet and social media use were discussed in technology lessons. 				

- The school procedures and practices for the safety and security of students were not robust. Access to the school site and parking areas by members of the public were poorly controlled. Supervision of students on the school buses was acceptable.
- Medical records were adequately maintained. Daily incidents and accidents were recorded.
- The maintenance of the school building was poor. Several areas of the school were in need of repair and were potential hazards. In addition, hygienic conditions were not consistently maintained in all areas of the school.
- Healthy living was not systematically promoted within the school.

	KG	Cycle 1	Cycle 2	Cycle 3
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable 


- Student-teacher relationships were positive. Staff managed behaviour adequately. There was mutual respect between students and teachers.
- Attendance and punctuality were recorded but not analysed.
- Students with special educational needs were not admitted to the school. The school clearly stated that it could not cater for their needs. Students currently enrolled and suspected of having a special educational need were not assessed, classified or supported.
- Only a few teachers provided more challenging work for the more able students. Differentiation for lower and higher achieving students was observed in a restricted number of classes but was not consistently observed across the school.
- Students received appropriate support and guidance. In the upper phases of the school this included advice about future career options.


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


	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory

- School policy and procedures did not allow for the inclusion of students with special educational needs within the school community.
- The school's assessment procedures did not enable the special educational needs of students to be identified appropriately and supported.
- There was a lack of targeted modification and support for those who had learning difficulties.


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


	Overall
The effectiveness of leadership	Unsatisfactory 
<ul style="list-style-type: none"> The vision of the new Acting Principal did not reflect the learning needs of the students of the school. Consequently, leaders throughout the school were unable to implement effective programmes suitable for all students. The Acting Principal and his assistants did not have the necessary pedagogical understanding to ensure that all students received a good education. The school did not have middle managers. Every class teacher was considered a leader. Too many of these teachers lacked the appropriate skills and expertise to be successful in their roles. Weak communication between the school leadership team and teachers resulted in poor learning outcomes. Leaders did not hold teachers to account for their performance. All teachers reported to the Acting Principal. There was no distributive leadership or appropriate line managers. Leaders lacked the capacity to improve the quality of education for its students. They were unaware of the urgent need to improve educational standards. Leaders did not use the inspection process as an opportunity to identify school areas for development. The school's leaders contributed to standards dropping in many aspects of the school. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory 
<ul style="list-style-type: none"> Clear systems and processes for self-evaluation were not in place. Responsibility for the process was delegated to one staff member, which resulted in a narrow evaluation that lacked rigour. The school did not identify nor address major areas in need of development, especially in terms of leadership and management. In most phases of the school, apart from the Kindergarten phase, the monitoring and evaluation of teaching and learning were limited. For example, weaknesses in teaching were not identified or addressed. The school was not able to prioritise actions for improvement. Improvement plans, apart from those from the Kindergarten phase, were superficial. They lacked clear targets and measurable objectives. Success criteria were inappropriate. The school had failed to address the recommendations from the previous inspection. Leaders and managers had not driven processes for change rigorously enough. Staff had not been appropriately deployed. Curriculum requirements were not met. 	

	Overall
Parents and the community	Acceptable 
<ul style="list-style-type: none"> Parents had limited involvement in the education of their children. In the Kindergarten phase, parents attended some classes and read to children. The 'Mothers' Council' played an appropriate role in some aspects of the learning of students' in the lower phases. Communications were variable. Parents were rarely consulted regarding decisions made by the school leaders. Communication with parents of children in the Kindergarten phase was frequent and effective. In other cycles, teachers only communicated when the need arose. These were restricted to issues regarding students' performance or behaviour. The school had responded appropriately to parents' concerns about bullying. 	



- Reports on students' attainment and progress were of an acceptable quality. The best were from the Kindergarten phase. These included some evaluation of children's performance and a few comments on their strengths and weaknesses. However in the later cycles the reports contained insufficient information on what students needed to do to improve.
- The school had some links with local community institutions. These had some impact on students' learning experiences.

	Overall
Governance	Unsatisfactory 
<ul style="list-style-type: none"> • The school did not have a Governing Board. There was no parent, teacher, or community representation. The owner of the school was the Acting Principal. Apart from the 'Mothers' Council', there was no parental involvement. • The school and its leaders were not held to account their performance. No structure existed to ensure that the recommendations from the previous inspection were met. The school's performance had deteriorated. • Governors did not ensure that the school met expected curriculum and other regulations. 	

	Overall
Management, staffing, facilities and resources	Unsatisfactory 
<ul style="list-style-type: none"> • The day-to-day management of the school did not meet expected standards. Timetables were not organised clearly for students use. School policies and procedures were not documented. Roles and responsibilities of school managers lacked clarity. • Teaching staff did not receive appropriate or adequate training. Their deployment was ineffective. Some teachers had insufficient subject or pedagogical knowledge. • The schools premises were untidy. Limited improvements to the facilities had taken place. The learning environment for some kindergarten classes supported good learning. • Some examples of good resources were observed, particularly in the workshops. However, these were not used consistently to enhance student learning. Overall the range of resources used by students to promote effective learning was limited. There was occasional use of the school library and technology equipment to support learning programmes. 	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	24	14%
	Last year	54	5%
 Teachers	6		13%

- A few parents and teachers completed their surveys. No student completed a survey.
- Most parents who responded agreed that their children were making good progress across almost all key subjects. However, a minority were not satisfied with the quality of education provided by the school.
- A significant minority did not consider that progress in English was good.
- Most parents agreed that teaching was good and that the school provided appropriate learning resources. Most felt that assessment helped their children to improve.
- A significant minority of parents felt that the school did not provide students with a good range of subjects and extra-curricular activities. In addition, a minority indicated that the school did not prepare their children for their next learning steps and future stages in life.
- A minority of parents felt that their children were not safe on school buses and a similar proportion believed that the school did not listen well to their views and concerns.
- Most teachers were positive in their views of the school. However, a significant minority were not satisfied with the curriculum breadth and how students were prepared for their next stages in their learning and in their future educational options.
- A minority of teachers believed that students’ needs were not identified accurately, including those of students with special educational needs, whom they felt made insufficient progress.

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

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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