

Inspection Report



Sheikh Rashid Bin Saeed Islamic Institute 2014-2015



CONTENTS

| | |
|---|-----------|
| School Information | 2 |
| Parents' Report | 3 |
| School Inspection Report | 10 |
| Overall school judgement | 11 |
| Key strengths | 11 |
| Changes since the last inspection..... | 11 |
| Recommendations..... | 11 |
| How good are the students' attainment, progress and learning?..... | 12 |
| How good is the students' personal and social development? | 14 |
| How good are teaching and assessment?..... | 15 |
| How well does the curriculum meet the educational needs of all students?..... | 16 |
| How well does the school protect and support students? | 17 |
| How well does the school provide for students with special educational needs? | 18 |
| How good are the leadership and management of the school? | 19 |
| What are the views of the Principal, parents, teachers and students?..... | 21 |
| What happens next?..... | 22 |
| How to contact us..... | 22 |

School information



General information

| | |
|-------------------------|---|
| Location | Dubai Academic City |
| Type of school | Private |
| Opening year of school | 2002 |
| Website | www.rid.ae |
| Telephone | 04 3688532 |
| Address | Dubai Academic City - Dubai- UAE- P.O.BOX:74544 |
| Principal | Dr. Ahmed Mohammed Noor AlMuhairi |
| Language of instruction | Arabic |
| Inspection dates | 19 th - 21 st January 2015 |



Students

| | |
|---------------------------------------|--------------------|
| Gender of students | Boys |
| Age range | 12-18 |
| Grades or year groups | Grade 6 - Grade 12 |
| Number of students on roll | 120 |
| Number of children in Pre-K | 0 |
| Number of Emirati students | 120 |
| Number of students with SEN | 10 |
| Largest nationality group of students | Emirati |



Teachers / Support staff

| | |
|---------------------------------------|-----------|
| Number of teachers | 25 |
| Largest nationality group of teachers | Egyptians |
| Number of teacher assistants | 0 |
| Teacher-student ratio | 1:5 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 4% |



Curriculum

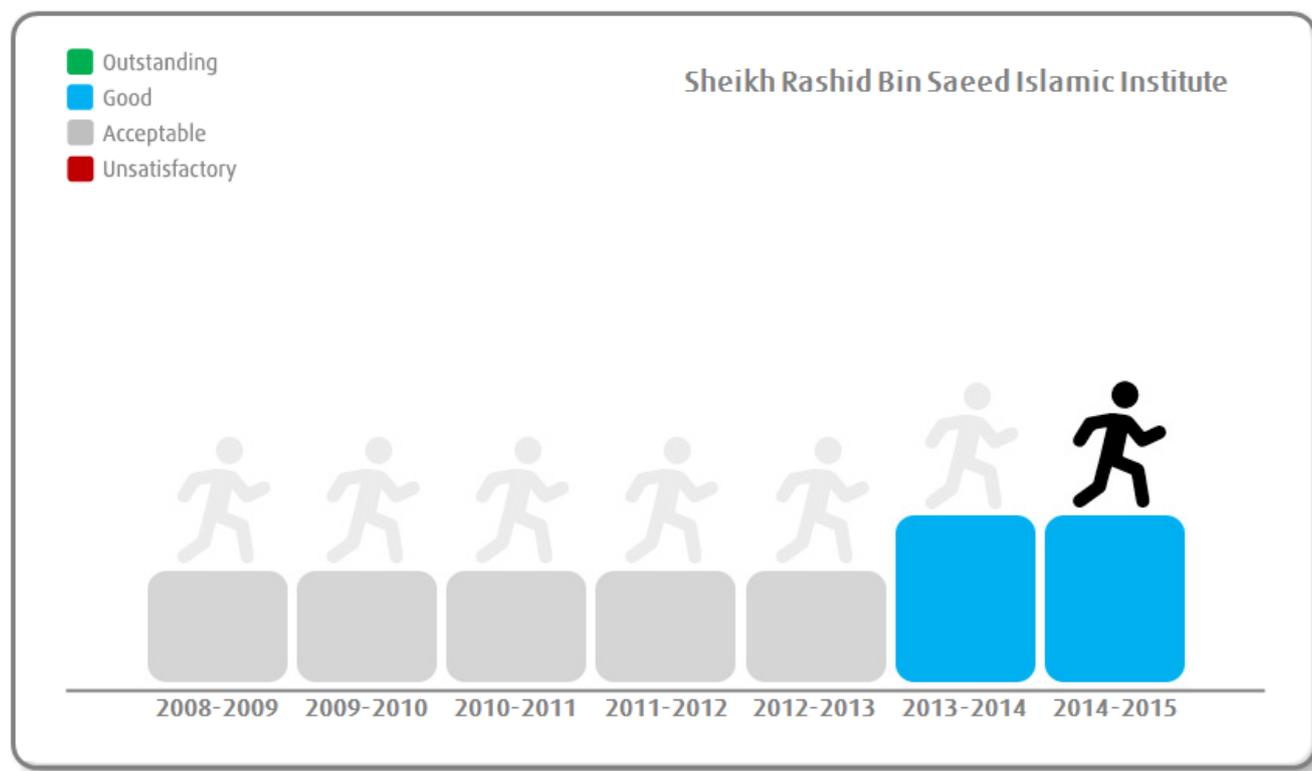
| | |
|----------------------------------|--------|
| Educational Permit | MoE |
| Main Curriculum / Other | MoE |
| Standardised tests / board exams | UAENAP |
| Accreditation | NA |



Dear Parents,

Sheikh Rashid Bin Saeed Islamic Institute was inspected by DSIB from 19th - 21st January 2015 and the overall quality of education provided by the school was found to be **Good**

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 in Arabic, Islamic Education and science were good throughout the school.
- Students demonstrated good behavior and work ethic and a good attitude to learning.
- Students displayed a strong commitment to living a healthy lifestyle.
- The school's arrangements for the health, safety and protection of its students were outstanding.

Areas for improvement

- Introduce more rigorous identification procedures to focus support for students with special educational needs.
- Improve the quality of teaching by:
 - taking account of the range of ability in classes
 - involving students more actively in their learning
 - improving the use of assessment data by teachers to plan lessons, and the quality of feedback given to students to help them make better progress
 - continuing to identify, share and highlight high quality teaching and learning practice.

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 Sheikh Rashid Bin Saeed Islamic Institute



How well does the school perform overall?

Overall, Sheikh Rashid Bin Saeed Islamic Institute provided a **'Good'** quality of education for its students.

- Students' progress was good in all subjects across both cycles. Attainment in key subjects and phases was good, except in English and mathematics in Cycle 2 as it was acceptable. Students' enjoyed learning and worked well together. They made good use of technology.
- Students' personal and social development was a strength of the school. Students had positive attitudes towards school and their learning. Behaviour in lessons and around the school was excellent. Attendance and punctuality were at least good. Students had a good understanding of Islam and showed great respect to their Emirati culture. Understanding of other world cultures was not as well developed. Students were involved in community activities. However, their environmental awareness was still developing.
- Teachers knew their subjects well and understood how their students learned. Lessons were planned effectively with stated learning objectives and expectations. In a few lessons, teachers talked too much. The promotion of independent learning was variable. Differentiation was not consistent across all lessons. Teachers had a good knowledge of individual students' strengths and weaknesses. Assessment practices were a particularly strong feature of Arabic, Islamic Education and science. The school had data available but did not always use this to analyse student progress. Marking of written work and feedback was a weakness in many lessons.
- The curriculum was good and the school had a clear rationale based on the Ministry of Education (MoE) requirements. The school had continued to further enhance the curriculum in Arabic and Islamic Education. Weekly enrichment activities in science, drama, art, journalism and sport were well received by students and gave them opportunities to express themselves creatively. The curriculum was reviewed regularly and catered well for most students; including gifted and talented students. However, students with special educational needs were not sufficiently supported according to their needs and this impacted on the progress that they made in lessons.
- The schools' provisions for the health, safety and protection of its students were outstanding. A comprehensive child protection policy was understood and followed by all staff. Student safety was a priority and supportive guidance on internet safety and the use of social media was prevalent. The premises were well maintained and suited to the learning and social needs of students. Senior leaders promoted living a healthy lifestyles in all aspects of school life.
- Improvement plans were detailed and based on an informed analysis of what the school did well and what it needed to do to improve. However, success criteria were not always clear. Governance included representation from a range of stakeholders including parents and members of the local community. The premises provided a spacious and stimulating learning environment.

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



- Students identified by the school with health related special educational needs made progress similar to other students. However, the school was unable to identify the specific needs of students with learning difficulties and their individual progress was too limited.
- The school did make some changes to the curriculum in order to match the attainment levels of students. These changes did not always help students who experienced specific difficulties in learning.
- Students who underperformed in the curriculum benefited from the learning support programs provided by the school. However, students who had particular learning needs did not have access to the special help they required to support their progress.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

| | Cycle 2 | Cycle 3 |
|---|---------|-------------|
| Personal responsibility | Good | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good |
| Community and environmental responsibility | Good | Good |

3. How good are teaching and assessment?

| | Cycle 2 | Cycle 3 |
|---------------------------------|---------|---------|
| Teaching for effective learning | Good | Good |
| Assessment | Good | Good |

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

| | Cycle 2 | Cycle 3 |
|--|---------|---------|
| Curriculum quality | Good | Good |
| Curriculum design to meet the individual needs of students | Good | Good |

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

| | Cycle 2 | Cycle 3 |
|--------------------|---|---|
| Health and safety | Outstanding  | Outstanding  |
| Quality of support | Good | Good |

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

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

Overall school judgement

Good

Key strengths

- The school offered a rich curriculum and effective teaching in Arabic, Islamic Education and science, leading to good attainment and progress.
- Students' demonstrated respectful relationships, sensible attitudes and positive behaviour as well as a determined approach to living a healthy lifestyle.
- The school's arrangements for child protection, as well as their work to ensure students' health, safety and security, were outstanding.

Changes since the last inspection

- Attainment in English in Cycle 2 had declined to acceptable and progress in mathematics in Cycle 2 had improved to good.
- Students' health, safety and security, including their awareness of the dangers of the internet and social media, had improved and was now outstanding.
- The leadership structure of the school and the leaders' understanding of their roles and responsibilities had improved.
- The school offered a detailed evaluation of its performance and a secure understanding of its strengths and weaknesses.

Recommendations

- Introduce more accurate and rigorous procedures for the admission, identification and curriculum modification for students with special educational needs.
- Improve the quality of teaching to raise attainment and progress, especially in English and mathematics, by:
 - ensuring that teachers make effective use of assessment data in their planning to meet the needs of the full ability range in the class, and provide higher quality of feedback
 - providing opportunities for students to develop their independent learning skills and to be fully aware of their next steps in learning
 - making use of international and external benchmarking to ensure that expectations and outcomes are high enough
 - providing targeted professional development required for the improvement of specific areas of teachers' performance

 Improved from last inspection

 Declined from last inspection

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

| 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 | Acceptable  | Good |
| Mathematics | Acceptable | Good  |
| Science | Good | Good |

- In Islamic Education, the majority of students had good Qur'an memorisation and recitation skills. They demonstrated good knowledge and understanding of Islamic Fiqh. They had a good awareness of the meanings of prescribed Hadith, and their knowledge and understanding of Seerah were strong. Students made better progress in Qur'an memorisation, recitation and Seerah than in the other aspects of the subject.
- Listening and responding skills of most students in Arabic as a first language were strong. The majority of students could communicate fluently but they often used colloquial terms. The majority of students could read at a good speed and demonstrated a good understanding of texts. Students could write creative and extended texts, but they made a few mistakes in their spelling, grammar and punctuation.
- In English, most students talked and listened with growing confidence. Most were able to read familiar sentences with a comprehensible accent and intonation. While writing, they formed letters accurately and could spell learnt vocabulary correctly. However, writing was area for development. The majority of students made good progress particularly in listening and reading.
- Most students had a confident understanding of number and algebra but their problem solving and thinking skills were underdeveloped. Students' reliance on quick rules rather than deep understanding limited their performance in examinations. Overall, students made good progress on the basis of their prior attainment, especially in their number work.
- In science, the majority of students demonstrated good attainment in lessons, their written work but not in external examination results. Students quickly developed good laboratory skills and used experiments to explain the phenomena of using water displacement to define mass, density and volume. They also made good progress by carrying out investigations to show how force can change a movement of a body and how chemical actions take place in everyday life to change the quality of food.

| Cycle 3 | | |
|----------------------------------|----------------|----------------|
| 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 | Good | Good |
| Science | Good | Good |

- The majority of students' Qur'an recitation skills were above curriculum expectations. Students could apply Tajweed rules with high levels of accuracy. They were able to discuss thoughtfully major Islamic principles, such as the 'Oneness of Allah'. Students could apply their knowledge of the Qur'an and Hadith to other aspects of Islamic Education. The majority of students made good progress in their understanding of Qur'an, Fiqh and Islamic principles.
- Students' skill in Arabic as a first language was strongest in listening and responding. The majority of students expressed their ideas with confidence but often used Emirati phrases instead of pure standard Arabic. The majority of students demonstrated good comprehension levels of a variety of complicated texts including the Holy Qur'an and prophet's Hadith. Students' extended and creative writing was of a good quality. However, sentence structure and punctuation were not always accurate.
- The majority of students talked and listened confidently in a wide range of contexts. Their reading showed a good understanding and they could retrieve and collate information from a range of sources. Students had started to develop writing which was more extended and words were used more precisely.
- Students demonstrated a good understanding in their use of functions, graphs and calculus. Subject specific vocabulary and the use of mathematical notation were secure. However, their skills in problem solving and mathematical thinking were less developed because of the limited opportunities available to them. Overall, the majority of students made good progress but higher attaining students lacked sufficient challenge.
- Good progress was maintained in science because the work continued to be challenging. Students extended their enquiry and investigation skills to draw conclusions and record their findings accurately. They worked collaboratively as practical scientists and there was a sense of excitement when they discovered that passing light through different lens changed the images. They confirmed their good attainment when they microscopically examined plant cells and made sense of the role of glucose in cell growth.

| | Cycle 2 | Cycle 3 |
|-----------------|---------|---------|
| Learning skills | Good | Good |

- Students had positive attitudes to their learning. They were actively involved in their studies and could work without teacher support when given the opportunity. Older students took greater responsibility for their learning and became increasingly independent.
- Students worked well together. Older students communicated with confidence and collaborated successfully with their peers. Some students who were used as 'buddies' had significant skills in supporting and leading the learning of others in the class.

- Some students found it difficult to connect what they were learning and how it could be applied to real life. However, in science, learning was related to everyday contexts and connections with other subjects were evident.
- Most students demonstrated independent thinking skills, although younger students relied heavily on their teachers to direct and control their learning. Students used technology to support their learning especially in Arabic where students' retrieved data using hand held devices.

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

| | Cycle 2 | Cycle 3 |
|-------------------------|---------|-------------|
| Personal responsibility | Good | Outstanding |

- The majority of students had very positive, mature and sensible attitudes towards school and their learning. They contributed confidently in lessons and welcomed feedback when it was offered to them.
- The school was safe and orderly. Behaviour in lessons and around the school was at least good. However, a small minority of younger students were not self-disciplined in classes.
- Relationships were respectful and friendly. Students and teachers greeted each other warmly and the break times were well organised. Prefects made a significant contribution to the orderly running of the school.
- The school stressed the importance of a healthy lifestyle which was reinforced in lessons such as English and science. Students adopted this advice through healthy eating and involvement in sporting activities.
- Attendance and punctuality were at least good in the school. Most students appreciated the link between attendance and their success in the school.

| | Cycle 2 | Cycle 3 |
|---|---------|---------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good |

- Students had a strong appreciation of the impact of Islam on their own lives. They considered that Islam promoted tolerance and coexistence between different people residing in Dubai. They understood how Islamic values contributed and influenced society.
- Students showed strong respect for their Emirati culture and had a good knowledge of its past and present. They were able to elaborate on the life style of their Emirati ancestors and how this had rapidly changed over a short period of time.
- Students' understanding of other world cultures was not so well developed. They appreciated the opportunities to interact with other cultures but their knowledge of traditions and lifestyles were limited.

| | Cycle 2 | Cycle 3 |
|--|---------|---------|
| Community and environmental responsibility | Good | Good |
| <ul style="list-style-type: none"> • Students participated well in the school community. They had positive attitudes to their work and fully understood their responsibilities as members of the school body. • They were actively involved in charitable projects and campaigns, particularly those organised by the school which aimed at raising their awareness of the wider community. • Students' understanding and knowledge of environmental issues were developing. Students had an appropriate grasp of some of the major ecological issues linked to deforestation and water conservation. However, their participation in projects related to these topics was mainly controlled by the school rather than initiated and led by themselves. | | |

3. How good are teaching and assessment?

| | Cycle 2 | Cycle 3 |
|---|---------|---------|
| Teaching for effective learning | Good | Good |
| <ul style="list-style-type: none"> • Teachers had a good knowledge of their subject areas and understood how their students learned. Nearly all teachers provided lessons at an appropriate level for the students in their class. • Lessons were planned effectively with stated learning objectives and expectations. The majority of teachers made good use of a range of additional resources beyond the textbooks. They created a positive climate for learning through the use of praise and the celebration of achievement. • Teachers ensured that students were sufficiently engaged in lessons. In Cycle 3, teachers' questioning was more skillful and encouraged students to think and ask questions prompting purposeful discussion. • Teachers recognised that different groups and individuals had different learning needs. The majority of teaching strategies served the needs of most students. However, these did not take sufficient account of the learning needs of those with special educational needs. • Teachers expected students to take responsibility for their own learning. However, the promotion of independent learning was inconsistent. Teachers did not always give ample time for reflection or require students to reason and think deeply. • Teaching in Arabic as a first language was good. Teachers demonstrated a strong subject knowledge, good lesson planning and appropriate use of resources. Effective teaching strategies promoted active learning and critical thinking. However, in a few instances teachers' talk dominated the lesson. Differentiation was evident but not consistent. | | |

| | Cycle 2 | Cycle 3 |
|---|---------|---------|
| Assessment | Good | Good |
| <ul style="list-style-type: none"> The school carried out regular assessments of students and assessment practices provided valid and clear measures of students' academic attainment. This was a particularly good feature in Arabic, Islamic Education and science. The school accurately collated the marks of students from regular assessments. However, this extensive data base was not adequately analysed to identify students' progress and areas for improvement. Teachers were inconsistent in their use of assessment information to plan lessons and to address the individual needs of different groups of students. The use of assessment data to support students in identifying their next steps was an area for improvement. Teachers had a good knowledge of students' individual strengths and weaknesses. However, marking of written work and formative feedback was a weakness in many teachers' practice. Students were rarely involved in assessing their own learning. | | |

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

| | Cycle 2 | Cycle 3 |
|---|---------|---------|
| Curriculum quality | Good | Good |
| <ul style="list-style-type: none"> The curriculum had a clear rationale based on the requirements of the MoE curriculum. The content had been suitably extended and enhanced in Arabic and Islamic Education as well as science to meet the needs of students in the school. Subject leaders effectively planned the continuity and progression of the curriculum across different cycles. The school also ensured the smooth transition of new students into Grade 6. There was a good emphasis placed on developing key learning skills across the curriculum. Weekly enrichment activities in science, drama, art, journalism and sport were well received by students and gave them opportunities to express themselves creatively, whilst improving their learning. Real-life experiences were a strong feature of many subjects and cross-curricular links were actively encouraged. For example, the English and science departments cooperated on a healthy eating topic and the science department challenged students to improve their English speaking and mathematical skills on a regular basis. The curriculum was reviewed regularly to provide the best academic opportunities for all students as well as ensure the personal development of students. The extended curriculum for Arabic as a first language was well-balanced and enriched with good quality materials and resource books produced by the school. The curriculum was regularly reviewed and based on clear expectations. Curriculum planning in Arabic took into consideration the needs of gifted and talented students as well as low achievers. | | |

| | Cycle 2 | Cycle 3 |
|---|---------|---------|
| Curriculum design to meet the individual needs of students | Good | Good |
| <ul style="list-style-type: none"> The school modified its curriculum well for most students especially for those who were gifted and talented. However, students with special educational needs were insufficiently supported and this impacted on the progress they made in lessons. The school had developed a strong ethos for offering students opportunities to study subjects that fulfilled their talents and interests. However, opportunities to pursue careers in science or medicine were seriously restricted by the options offered to students in Cycle 3. The school offered an extensive range of extra-curricular activities through Saturday morning activities and sporting fixtures. Links with the business community complemented and extended the school's curriculum offer. | | |

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

| | Cycle 2 | Cycle 3 |
|--|---|---|
| Health and safety | Outstanding  | Outstanding  |
| <ul style="list-style-type: none"> The school's provision for the health, safety and protection of its students was outstanding. The school had very effective arrangements for protecting students. The comprehensive child protection policy was understood and followed by all staff. The school had very effective procedures for ensuring cyber safety and encouraging the safe use of social media. A wide range of policies and procedures had been drawn up to ensure a secure environment for students. Staff understood their responsibility to keep students safe. Almost all students agreed that they felt very safe in school. All routine checks were rigorously and systematically carried out and any incidents were recorded appropriately. Evacuation procedures were efficient and regularly practiced. The school premises, equipment and resources were very well maintained. The recently appointed social worker supported the personal needs of students and a full-time nurse monitored students' health and kept detailed records. Senior leaders and other staff vigorously promoted healthy living throughout the school. The message was reinforced in lessons and actively supported through the provision of healthy food at break times. | | |

| | Cycle 2 | Cycle 3 |
|--|---------|---------|
| Quality of support | Good | Good |
| <ul style="list-style-type: none"> Staff had good relationships with their students. Teachers knew their students very well and they were well aware of their social, emotional and physical needs. The behaviour of students in lessons and around the school was good. The school had effective systems to promote good attendance and punctuality. Attendance was at least good and teachers challenged the few students who arrived late to school in the morning. The school admitted students with special educational needs. However, systems to identify their specific needs were not fully effective and the school had not employed suitably trained and experienced staff to fulfil this function. The school's admission policy did not confirm the school's commitment to enroll students with special educational needs. | | |

- The school's in-class personal support for students with special educational needs was adequate. The support offered by 'shadow teachers' and student 'buddies' enabled them to make steady progress.
- Systems for monitoring the well-being and personal development of students were well established. Individual guidance and support was good and students said that they felt well prepared for the next stage in their education.

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

| | Overall |
|---|-------------------|
| <p>The overall effectiveness of provision for students with special educational needs</p> | <p>Acceptable</p> |
| <ul style="list-style-type: none"> • The school admitted students with special educational needs and the students were supported by the school's compassionate and caring culture. However, the lack of appropriately trained and experienced staff in special educational needs was effecting the quality of provision. The development of both policy and provision were limited and systems to advise teachers on how to improve provision and monitor impact required significant development. • A range of indicators, including information from parents, were used to identify the needs of students. However, the school's assessment systems were not specific or thorough enough. Consequently, whilst subject specific under-performance was identified and supported, underlying special educational needs were not revealed or remedied. • The special educational needs identified by the school were entirely health related conditions. The needs of these students were well met through the school's care and guidance systems. However, the incomplete information about the learning needs of under-performing students limited curriculum modifications and teaching approaches. This hindered their progress. Small class groups and high quality relationships enabled personal support which was usually appropriate. • The majority of parents were generally pleased with the communication, support and guidance provided by the school. They appreciated the care and consideration which the school provided for their children. However, recent changes to the school's reporting systems had reduced the information they received about their children's learning profiles, support strategies and related progress. • The personal and social development of students with special educational needs was promoted effectively across the school. This ensured that most students were able to participate more fully in the next stage of their education. However, significant work is required to ensure that accurate identification, personalised support and careful monitoring informs further improvements to provision and the progress they make in lessons. | |

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

| | Overall |
|---|---------|
| The effectiveness of leadership | Good |
| <ul style="list-style-type: none"> • Senior staff, at all levels, were committed and determined to improve the school. The school's vision and direction was shared with the school community who appreciated their involvement and influence. • School management was effectively dispersed across a number of staff covering academic, pastoral and administrative responsibilities. Staff were supportive of and accountable to one another. • Relationships between staff were professional, productive and supportive. The small size of the school allowed staff to work co-operatively with one another. Staff were increasingly accountable for their work. • All senior staff had a secure understanding of their responsibilities and an acute awareness of the further improvements needed by the school. Staff worked well together to support and secure those improvements. • Over time, leaders have been successful in identifying and addressing weaknesses making good use of the recommendations from the last report. They had engaged successfully with the process of inspection and used this to support their ongoing development. | |
| | Overall |
| Self-evaluation and improvement planning | Good |
| <ul style="list-style-type: none"> • The school had a realistic view of its strengths and weaknesses. Self-evaluation practices were well embedded and used to support improvement planning. Senior staff and middle leaders had a good awareness of the school priorities for improvement. • Performance management systems were in place and frequent lesson observations ensured regular and supportive feedback. This was having a positive impact on the quality of teaching. Best practice was shared but professional development was an area for review as it was too generic and lacked specific focus. • Improvement plans were detailed and based on an informed analysis of what the school did well and what it needed to do to improve. However, the criteria by which the school intended to measure success were not always clear. • There has been some progress in the implementation of the recommendations from the previous report especially in teaching and learning. Aspects of assessment were still being developed. | |
| | Overall |
| Parents and the community | Good |
| <ul style="list-style-type: none"> • The school had good links with parents which ensured their involvement in their children's learning. Parents were encouraged and welcomed in to the school to discuss their children's attainment and progress. • Communication channels with parents were well established. The school used technology effectively to inform parents of students' attainment as well as provide information on the school's development plans and policies. | |

- The school sent student report cards to parents on a termly basis. The report cards detailed the marks of students along with brief comments on their performance in various subjects. However, they did not include student targets and guidance on next steps in learning.
- The school had beneficial links with a range of community organisations. Subject departments had organised visits to high performing schools to observe effective practice. These links had had a positive impact on students' quality of learning.

| | Overall |
|---|---------|
| Governance | Good |
| <ul style="list-style-type: none"> • Governance included representation from a range of stakeholders including parents and members of the local community. The board responded well to parents' views which were sought and encouraged. • Governors had a good understanding of the school, its strengths and weaknesses. Governors monitored the schools' actions but did not rigorously hold the school to account for all of its actions, especially academic outcomes. • Governors supported the school in ensuring that all statutory requirements were met. The governing board had a growing knowledge and impact on the direction and performance of the school. | |

| | Overall |
|--|---------|
| Management, staffing, facilities and resources | Good |
| <ul style="list-style-type: none"> • The day-to-day management and routines of the school were good. Lessons ran smoothly and efficiently. Staff and students were aware of the school's timetable and daily practices. • Most staff had appropriate qualifications according to their deployment. However, the special educational needs team did not have the expertise required to accurately identify all of the students in the school. The school provided a range of training for staff which was mostly relevant to their responsibilities and the needs of the school. However, this was an area for further development, to ensure that training was focused on specific needs. • The premises were well suited to the needs of students and provided a spacious and stimulating environment. There were good facilities for learning technology which supported students' learning. However, the library could be used more effectively to support students' independent research skills. • The school was equipped with good quality learning resources, including sufficient textbooks, practical materials and learning technology. Resources were well matched to the learning needs of the majority of students in the school. | |

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 | 60 | 55% |
| | Last year | 28 | 22% |
|  Teachers | 22 | | 92% |
|  Students | 28 | | 88% |

- There was an increased response from parents this year representing over half of the families in the school. Most teachers and students responded to the survey.
- Parents, students and teachers were extremely positive about the school. Almost all confirmed that they were satisfied with the quality of education. Parents felt their children were making good progress in Arabic, Islamic Education, mathematics and science. A few students did not feel that they were making good progress in English and mathematics.
- Almost all parents and students said that teaching was good and the school was well led. Teachers were extremely positive about the school. Parents, students and teachers expressed confidence in the school.
- Almost all parents agreed that their children enjoyed school and that they were looked after and safe. All students agreed that they were looked after and safe in school and on the buses.
- A minority of parents and students expressed concern over the range of resources and the use of technology.
- Parents and teachers agreed that the school listened to their views but a minority of students disagreed.

*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