

INSPECTION REPORT

2022-2023



AL RASHID AL SALEH PRIVATE SCHOOL

MOE CURRICULUM









GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Oud Metha
	Opening year of School	1971
	Website	www.alrashed-alsaleh.com
	Telephone	97143376126
	Principal	Sister Samira Ayoub Botrus
	Principal - Date appointed	01/10/1984
	Language of Instruction	Arabic
	Inspection Dates	23 to 27 January 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2639
	Number of Emirati students	91
	Number of students of determination	33
	Largest nationality group of students	Arab

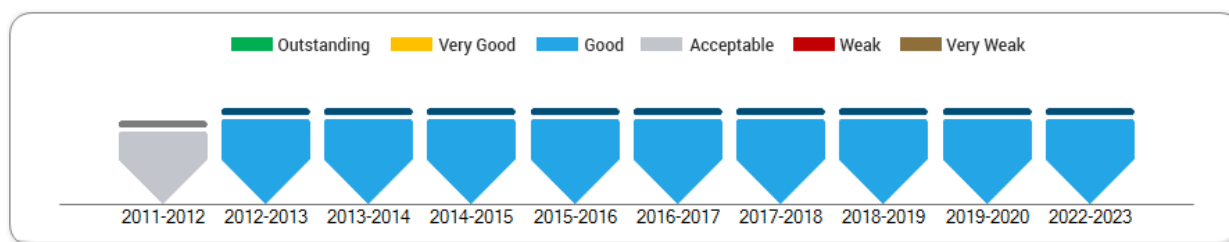
TEACHERS

	Number of teachers	172
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	3
	Teacher-student ratio	1:16
	Number of guidance counsellors	6
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for AL RASHID AL SALEH PRIVATE SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- Students' attainment and progress are at least good across all subjects and phases. They are better in Kindergarten (KG) and Cycles 2 and 3. The internal assessment results of students are outstanding. External test results are lower. The international assessment data show that as students move up the school their performance improves. This was confirmed by the findings of the inspection.
- Students' behaviour and personal development are commendable. They have an excellent understanding of Islamic values and their impact on life in the UAE. They have great appreciation for Emirati and world cultures. They demonstrate high levels of knowledge of their own countries and those of their fellow students. Their understanding of environmental issues is well developed, but community involvement, innovation, and entrepreneurial skills less so.

PROVISION FOR LEARNERS

- Teaching is very good in most phases, except Cycle 1. Teachers have solid subject knowledge. They generally apply strategies that engage students and develop both higher-order and critical thinking. These are less evident in Cycle 1. Assessments of learning are at least good, and better in KG and Cycle 3. Procedures are robust and data analysis is comprehensive. Assessment information is not consistently used to inform teachers' lesson planning.
- The curriculum is based on the UAE Ministry of Education (MoE) standards. It is well structured and dynamic in KG and well enriched in Cycle 3. It is less strong in Cycles 1 and 2. The KG curriculum has been modified effectively to meet children's academic, social, and emotional needs and to develop their independent learning, and English language skills. In the other cycles, curriculum modification is not as effective.
- The school has robust safeguarding and child protection policies and procedures. The campus is clean, hygienic, and accessible to all. Arrangements for students travelling by school transport are secure. The school fosters a positive atmosphere of mutual respect and has clear procedures for managing behaviour. There are systems in place for monitoring attendance and punctuality, but lateness in the morning is still an issue.

LEADERSHIP AND MANAGEMENT

- The leadership team is effective and has improved several aspects of the school. The self-evaluation and improvement planning processes are comprehensive, but not sufficiently rigorous. Relationships with parents and the community are a strength of the school. Governance is good, but lacks a thorough system to evaluate the leadership performance. Management is efficient and the premises are well maintained. Resources are not fully adequate to support teaching and learning.

The Best Features of The School:

- Students' excellent personal development and understanding of Islamic values and Emirati and world cultures.
- The quality of provision and outcomes in KG and Cycle 3.
- Health and safety arrangements that ensure the security of students and the staff at all times.
- The school's strong relationship with parents.
- The pastoral care for all students, provided by a range of experienced and well-qualified teachers





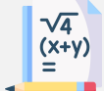

Key Recommendations

- Raise students' outcomes in Cycle 1 by:
 - improving the quality of teaching through more rigorous monitoring and sharing of best practices;
 - providing students with more opportunities to develop their reasoning, higher-order and critical thinking skills; and
 - differentiating teaching strategies to meet the needs of all learners.
- Adapt the curriculum and modify teaching to ensure that the gap between internal and external test results is closed.
- Provide students with sufficient opportunities to develop their investigative and research skills, community involvement, innovative and entrepreneurial activities.

Overall School Performance

Good

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Arabic as a First Language	Attainment	Very good	Good	Good	Very good
	Progress	Very good	Very good	Good	Very good
 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	Very good ↑	Good	Very good	Outstanding
	Progress	Very good	Good	Very good	Outstanding
 Mathematics	Attainment	Very good ↑	Good	Very good	Very good
	Progress	Very good ↑	Good	Very good	Very good
 Science	Attainment	Good	Good	Very good ↑	Very good
	Progress	↑ Very good	Good	Very good ↑	Very good
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Very good ↑	Good	Very good ↑	Very good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good ↓	Very good ↓	Very good ↓	Very good ↓

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very good ↑	Good	Very good ↑	Very good
Assessment	Very good	Good	Good	Very good ↑

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very good	Good	Good	Very good ↑
Curriculum adaptation	Very good	Good	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	is approaching expectations.

- In the PISA assessments of mathematics, science and reading between 2015 and 2018, students did not reach the targets set for them. Their TIMSS scores improved and exceeded the targets in Grade 8 mathematics and science between 2015 and 2019. They did not meet their targets in Grade 4. Students' achievement in the IBT assessments are below expectations in most of the areas tested in Cycle 3.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations.

- The school has a national agenda action plan in place. The plan is detailed and identifies appropriate priorities for development. Gaps in students' learning have been accurately identified through detailed analyses of assessment data. Subject departments have detailed action plans, with appropriate targets for improvement. Leaders use the data analyses to adapt the curriculum in terms of content and skills. However, lessons are not consistently planned or implemented to take into consideration, students' different achievement levels.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	is above expectations.

- Leaders collect data on students' reading literacy levels and plan interventions accordingly. These have improved students' reading literacy skills, but they are still below grade level expectations. Critical thinking is systematically developed in lessons.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Improve students' scores in the IBT assessments of Arabic, mathematics, science, language use and reading.
- Ensure that curriculum adaptations are used effectively by teachers to personalise learning.

Well-being

The quality of wellbeing provision and outcome is at a **very high level**.

- The trustees and senior leaders place wellbeing at the centre of this very caring school. The appointment of additional counselling and inclusion staff has further enhanced the school's capacity to develop wellbeing further. Regular surveys and the use of data informs action planning and intervention. The day to day management of the school significantly supports the wellbeing of the school community. The further development of an aspirational vision for wellbeing development is an important opportunity for further enhancement.
- Social workers actively seek parents' views regarding any personal support required. Teachers know their students well and relationships between students and staff are very positive. The counselling team are very proactive in supporting students both academically and for their personal welfare. Students consistently have access to high-quality care and support. Surveys indicate that staff morale and retention are very high. Teachers receive regular professional training. Subject leaders monitor the quality of lessons, including wellbeing related provision, and outcomes.
- The wellbeing curriculum is embedded within lessons which consistently supports wellbeing development. In a minority of lessons, the relevance of content and interest of topics limit student engagement and opportunities for wellbeing development. Healthy lifestyles are promoted and monitored carefully by the clinic. Students say that they feel safe, valued, and cared for well. Students' welfare is supported by career guidance and by rigorous health monitoring by the experienced medical staff. The school is a very harmonious and happy community.

UAE social studies and Moral Education

- The UAE Social Studies curriculum complies with the MoE curriculum. Social studies are taught as a stand alone course with specific lesson allocations in the school timetable. The subject is taught by competent, dedicated teachers who teach this subject only. Moral education is integrated with other subjects and is thus not timetabled.
- Teachers adapt the curriculum to suit all students' needs and complement the MoE textbooks with online resources, videos, and films. The course incorporates a wide range of activities celebrating traditions, life, and values of the UAE. In the best lessons, students have many opportunities to develop their research skills, engage in active learning and exercise critical thinking. Topics are very often integrated with other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Students' understanding of Islamic values is slightly better in Cycle 2 than in Cycle 3. In KG, progress is marginally quicker than in other phases. Boys' knowledge of the biography of the Prophet (PBUH) is relatively stronger than that of the girls.
- Students have strong understanding of most Islamic elements, including recent Islamic issues, and values. Their recitation skills and understanding of Islamic law are less strong. They are making rapid progress in memorisation and Seerah, but less progress when making links between the Islamic elements.
- Teachers promote memorisation and recitation of The Holy Qur'an in an allocated lesson. This practice is starting to enhance the development of these skills.

For Development:

- Enhance students' ability to make links between different elements of Islamic Education and to quote verses from The Holy Qur'an, appropriately related to the topics of study.
- Improve students' understanding of Islamic faith and their ability to apply the recitation rules.

Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good	Good	Good	Very good
Progress	Very good	Very good	Good	Very good

- Students' progress in Cycle 2 is noticeably slower than in other phases. Girls' progress is slightly better than that of boys. The students in the lower grades of Cycle 3 are improving slightly faster than their older peers.
- Students have very strong listening skills. However, their skills in reading comprehension and in speaking modern standard Arabic are less strong. Due to inconsistent opportunities and practice for writing activities, extended and creative writing skills are less developed.
- Reading is promoted across all phases through the provision of allocated time and reading classes. Teachers use a variety of reading resources and online platforms, which enable students to enhance their reading skills.

For Development:

- Improve the quality of extended and creative writing by raising the levels of challenge and providing more opportunities for practice.
- Enhance students' skills in reading comprehension and speaking of Modern Standard Arabic by modifying the curriculum and raising teachers' expectations.

English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good ↑	Good	Very good	Outstanding
Progress	Very good	Good	Very good	Outstanding

- The best attainment is in Cycle 3, where students are articulate, independent learners. Progress is strong in Cycle 2. Students' attainment is not of the same quality in Cycle 1, but the majority attains above the curriculum standards. Children's attainment has strengthened in the KG since the previous inspection.
- Listening and oral skills are a strength. In Cycles 2 and 3 students read and analyse challenging texts and engage in purposeful discussions. The development of critical thinking from the early grades helps students to acquire strong literary analysis skills by Cycle 3.
- Tasks are not consistently matched to students' needs. The level of challenge is sometimes not high enough to allow students to reach their full potential.

For Development:

- Ensure that all groups of students are appropriately challenged and supported.

Mathematics

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Very good ↑	Good	Very good	Very good
Progress	Very good ↑	Good	Very good	Very good

- Most students achieve very high standards on internal and national tests. By Cycle 3 progress is very good. KG children make very good progress in understanding place values and partitioning numbers to 10. Emirati students' outcomes in Cycle 2 reveal very good attainment and progress.
- Students in Cycles 2 and 3 can calculate solutions to extremely challenging problems. Most understand how to use different strategies to approach complex calculations. Cycle 1 students develop a generally good understanding of number, fractions, algebra, and increasingly challenging word problems.
- The school's approach to teaching mathematics has been highly successful in promoting students' critical thinking and problem-solving skills. In lessons, most students develop good mathematical knowledge and understanding.

For Development:

- Improve Cycle 1 students' attainment and progress by enabling them to work more frequently at their own pace and levels, particularly those of high ability.

Science

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Very good ↑	Very good
Progress	Very good ↑	Good	Very good ↑	Very good

- Internal assessment data indicate very strong attainment across all phases, but external assessment data are not as positive. In lessons students make better progress in KG and Cycles 2 and 3.
- Many students display good understanding of scientific concepts in their oral and written work. There is a lack of opportunities to develop scientific skills in lessons, particularly in Cycle 1, where students do not demonstrate secure understanding of the scientific method.
- The science department promotes investigative work to enable students to link theoretical learning to their own lives and to develop critical thinking and problem-solving skills. The positive outcomes of this development work are more evident in Cycles 2 and 3.

For Development:

- Ensure that all students can make reasoned predictions, plan and conduct independent investigations and evaluate the outcomes.
- Adapt the work undertaken in science, particularly written work, to the abilities of the students.

Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Very good ↑	Good	Very good ↑	Very good

- Learning skills are generally strong. Students are respectful of their teachers and fellow students. They demonstrate enthusiastic attitudes and collaborate efficiently. KG children happily interact, especially in the reading and investigation rooms. Students' skilful use of digital technology enhances their learning.
- Connections to real-life situations, cross-curricular links and previous learning are strongest in Cycles 2 and 3. These students take increasing responsibility for their learning. By Cycle 3 they are independent learners. This independence is inconsistent across the rest of the school.
- Critical thinking and problem-solving are well developed, less so in Cycle 1. Students' innovative and entrepreneurial skills are underdeveloped. They do not have sufficient challenge in their individual or group work to reach their full potential in some subjects.

For Development:

- Emphasise the effective development of independent learning skills throughout the school, and particularly in Cycle 1.
- Develop students' capacities to innovate.
- Improve students' entrepreneurial skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- In all key aspects, students' personal development is excellent. They behave very well in lessons and as they move around the school. They show respect for their teachers and for one another. They always demonstrate outstanding self-discipline. Generally, they have exemplary and responsible attitudes to school.
- Students are aware of the importance of following safe and healthy lifestyles. Almost all make healthy eating choices. They know the benefits of regular exercise and take part in physical activities enthusiastically. They appreciate the strong support provided by the counsellors and medical teams.
- The rate of attendance is at least very good in all phases. Punctuality to lessons is excellent, as students are aware of the importance of punctuality to improve their levels of achievement. A few students arrive late at the start of the day.

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

- Students understand the benefits of Islamic values and Emirati traditions. They appreciate the relevance and impact of those values on everyday life in Dubai. All national and Islamic occasions are celebrated throughout the academic year. Students have prominent roles in these celebrations.
- KG children have excellent age-related knowledge of Islamic values and UAE culture and heritage. The curriculum effectively embeds Islamic values across the school. Students steadily improve their understanding and appreciation over time.
- The student body represents over forty different nationalities, who fully appreciate and celebrate their own cultures. The students play active parts in representing those diverse cultures during events which include bazaars to celebrate multi-cultural occasions.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good ↓	Very good ↓	Very good ↓	Very good ↓

- Students have a strong sense of community. Older students are aware they are seen as role models. They serve on the Student Council and present some assemblies. Younger students have fewer formal roles in the school and in the wider community.
- A very strong work ethic is evident from the youngest children onwards. Students are keen to participate in projects and innovative activities, although these are mostly generated in subjects such as science, rather than by the students themselves.
- Students are very aware of environmental issues and of sustainability. Younger students have a mature understanding of the need to save water and power. Older students are aware of sustainability goals, as well as the impact of new farming methods and hydroponics.

For Development:

- Provide opportunities for students to develop their community involvement, innovation and entrepreneurial skills.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very good ↑	Good	Very good ↑	Very good

- Teachers are competent and supportive, and interact effectively with students. The best lessons enable students to develop independent learning skills, supported by skilful use of digital technology. Teachers' consistent use of open questions elicits extended responses. Some lessons are too teacher-led, especially in Cycle 1.
- Teachers know their students well. Most lesson plans include differentiated activities. Data from assessments may not be used to inform plans, thus students may not have the appropriate levels of challenge to make their best progress.
- Teachers purposefully develop students' critical thinking and problem-solving skills. In KG, teachers use a wide range of strategies to improve children's learning, including practical activities and play.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very good	Good	Good	Very good ↑

- The procedures for collecting and analysing assessment information are effective, particularly in KG and Cycle 3. Internal assessment data are not aligned with external test results in most key subjects.
- Senior leaders systematically monitor the progress of individuals and groups of students. However, teachers' use of this information when planning lessons to meet students' needs is inconsistent, particularly in Cycles 1 and 2.
- Most teachers provide students with written and electronic feedback on how to improve their work. They often involve students in self-assessments and in assessments of their fellow students' work. However, these practices are inconsistent.

For Development:

- Ensure that the use of data analysis to meet students' different learning needs is more consistent across the school
- Improve differentiated teaching methods.
- Extend students' independent learning skills.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Very good	Good	Good	Very good ↑

- The KG curriculum is based on the MoE's Early Years standards. The curiosity based curriculum is well structured and dynamic. The curriculum in Cycle 3 has been enriched by extra programmes to promote critical thinking and investigation skills.
- The curriculum is broad and balanced and meets MoE requirements. The school plans meaningful cross-curricular links to enhance learning. The programmes cater well for most students, but are not fully appropriate for all levels of ability and different needs.
- School leaders have reviewed the Cycle 3 curriculum and students' international assessment results. They have identified gaps in students' critical and investigation skills and effectively aligned the curriculum across all subjects to enhance students' academic and personal development needs.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Very good	Good	Good	Good

- The KG leaders have modified the curriculum effectively to meet the needs of different groups of children. The curriculum is especially successful in meeting children's social and emotional needs, and in developing their independent learning and English language skills. In the other cycles, modification of the curriculum is less effective.
- The curriculum has been adapted to give teachers more time to prepare students for international tests. Additional language programmes have been introduced. Science and mathematics leaders have included a broader range of topics to meet external benchmark requirements.
- The curriculum provides very strong links to Emirati culture, history, traditions, and heritage. Students participate in events to celebrate Muslim festivals. The provision of opportunities for innovation and enterprise, within and beyond school, is not adequately developed.

For Development:

- Ensure that the curriculum is effectively modified to meet the needs of students of determination and those with higher abilities, gifts, and talents.
- Provide more opportunities for students to be involved in extra-curricular activities.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- All aspects of safeguarding and child protection are covered by robust procedures, policies, and training. The large team of counsellors provides highly effective pastoral support for students across the school. Anti-bullying procedures, including those related to cyber-bullying, are successfully promoted. Students feel safe and secure.
- The site is very clean, hygienic, and accessible. Equipment and resources are maintained to high standards. Any reported safety issues are addressed promptly. Arrangements for students travelling by school transport are very secure, with electronic tracking of passengers.
- The promotion of students' physical and mental health permeates the school. Medical staff members provide excellent levels of care and are very effective in promoting healthy living throughout the school.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very good	Very good	Very good	Very good

- Students and members of staff have excellent relationships within a whole-school atmosphere of mutual respect. Students know the clear procedures for managing behaviour and follow them very consistently.
- Accurate identification of students of determination ensures that they receive good and often very good support. In a minority of lessons, learning tasks do not consistently meet the needs of all groups of students.
- Personal development outcomes are closely monitored. Care and wellbeing are high priorities. Students are very well supported by the clinic staff, social workers, teachers and the inclusion centre staff. Older students receive effective guidance on courses and careers.

For Development:

- Provide consistent and well-matched academic support to individual students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Trustees and school leaders are committed to high-quality provision for students of determination and those with varying abilities. The number of students of determination is low for the size of the school. The inclusion team is well led and receives valuable support from an external consultant.
- The identification of students' needs is accurate and provides clear direction for the next steps in overcoming individual barriers to learning. The school seeks advice from outside specialists to ensure accurate assessments of needs. The information is used well to develop individual education plans (IEPs) and strategies for support.
- Parents are very positive about the provision for their children and the quality of communication with the school. Meetings fully involve parents in reviewing, and setting goals for their children. Some parents would like training on strategies to improve their children's behaviour and comprehensive individual portfolios.
- Individual needs are identified in the IEPs, which give clear advice for modification and intervention strategies. In a minority of lessons, teachers' plans do not take full account of individual goals, and thus learning tasks are not matched to students' needs.
- There is an appropriate balance of classroom and external support. As a result, most students make good progress from their starting points. Progress is especially rapid when students receive focused interventions from the well-qualified inclusion team.

For Development:

- Ensure that IEPs are consistently used in lesson planning so that tasks are well matched to students' needs.

6. Leadership and management

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

- Leaders share a clear vision for school improvement. They work diligently to meet national targets. All display good educational leadership skills and understand the curriculum. Communication and relationships between leaders and stakeholders are professional. The senior leadership team does not include members who can support the development of academic aspects of the school. Leaders have unified the school's policies and procedures. There is, however, a lack of consistency in curriculum planning and delivery across all phases, particularly in Cycle1.
- The school has a well-established system for evaluating its performance. Committees gather evidence from many sources, including assessment data and surveys. Leaders use an effective monitoring system to assess teaching and learning, leading to improved outcomes, except in Cycle 1. The self-evaluation document is overly optimistic. The improvement plan is thorough but lacks measurable success criteria and is not a working document. The school is improving, but less so in Cycle 1. There has been a decline in students' social responsibility and innovation skills across the four phases.
- The school engages parents well in their children's learning and in special events. It keeps them well informed and considers their views in school decisions. They receive many reports on their children's achievements and personal development. However, parents do not have enough information on the next steps in learning or guidance on future studies and career choices.
- The governing board has good representation of stakeholders and community members, with expertise in various fields. Members are fully aware of the school's priorities and are well involved in self-evaluation and improvement planning. However, board members have not ensured full rigour in evaluating the school's overall performance or the performance of leaders.
- The school is well managed, safe and secure. Staffing is adequate. Members of staff have clear job descriptions and responsibilities. There is a lack of key personnel with academic educational leadership expertise. Staff members have access to regular opportunities for professional training. The school facilities and premises are regularly maintained. Learning resources are insufficient for the large student population. The display of students' work is not extensive enough to celebrate their contributions or create a more inspiring environment.

For Development:

- Expand the senior leadership team by adding educational leaders with specific leadership responsibilities such as curriculum and assessment.
- Ensure that there is greater accuracy in the school's self-evaluation document, especially about the quality of teaching and learning.
- Enrich students' learning by providing more resources in the various facilities.

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 QA.Schools@khda.gov.ae