

GOOD



2019-2020

INSPECTION REPORT

MOE CURRICULUM

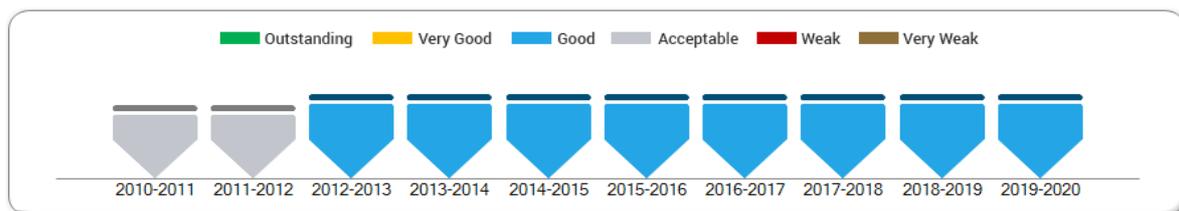
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School Information

| | | |
|---------------------|---|----------------------------|
| 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 | 10/1/1984 |
| |  Language of Instruction | Arabic |
| |  Inspection Dates | 20 to 23 January 2020 |
| 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 | 2580 |
| |  Number of Emirati students | 138 |
| |  Number of students of determination | 54 |
| |  Largest nationality group of students | Arabic |
| Teachers |  Number of teachers | 167 |
| |  Largest nationality group of teachers | Egyptian |
| |  Number of teaching assistants | 23 |
| |  Teacher-student ratio | 1:16 |
| |  Number of guidance counsellors | 4 |
| |  Teacher turnover | 1.5% |
| Curriculum |  Educational Permit/ License | MoE |
| |  Main Curriculum | MoE |
| |  External Tests and Examinations | IBT, CAT4, EMSAT |
| |  Accreditation | None |
| |  National Agenda Benchmark Tests | IBT |

School Journey for AL RASHID AL SALEH PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

| | |
|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p> | <ul style="list-style-type: none"> Students' achievements are good or better in all the key subjects. Last year's outcomes have been sustained with additional improvements to attainment and progress in mathematics in Cycle 2. Students in Cycle 3 are performing at a higher level in all key subjects, relative to the other phases. In some subjects and cycles, girls are achieving more highly than boys. Students' personal and social development is judged to be at the highest levels. All students show an excellent attitude to their learning, maintain strong relationships with their peers, respect their teachers and have high levels of self-discipline. They adopt Islamic values in their behaviours, show great pride in their culture and demonstrate deep knowledge of local traditions. They show high levels of responsibility inside and outside school. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p> | <ul style="list-style-type: none"> The quality of teaching is most consistent in Cycle 3. This year, teachers have improved students' engagement in lessons by increasing opportunities for collaboration and promoting higher-order thinking skills. Assessment practices, both whole-school and in lessons, are developing. Teachers do not sufficiently evaluate the impact of their strategies on students' internal and external test results. The school curriculum is well-designed. It contains strong links with the Emirati culture and the UAE society, and between the different subject areas. This gives opportunities for students to apply their understanding in different contexts. Adaptations to the Kindergarten (KG) curriculum have improved, and teachers are using their understanding of students' performance to meet the needs of the different groups. The provision for students' safety, already at an outstanding level, has improved further by the installation of digital tracking systems on all buses. Access to the school is further enhanced by hiring additional security staff. The levels of care and guidance are very high, as evident in students' outstanding personal development. The school provides students with effective advice and guidance on career choices and college options. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p> | <ul style="list-style-type: none"> The responsibility for leadership rests on the shoulders of a small group. They are fully committed to school improvement and the national priorities. They work to ensure that care, support, guidance and students' personal development are at extremely high levels. However, the insufficient attention given to the impact of initiatives on the school's performance, including student outcomes, is slowing down the school's overall progress. |

The best features of the school:

- The excellent personal and social development of all students
- The exceptional provision for health and safety, including child protection
- The school's strong caring ethos
- The very good teaching and learning skills that contribute to, at least, very good achievement in most subjects in Cycle 3
- The very effective partnership that the school has established with its parent body.

Key recommendations:

- Improve students' performance in all curricular areas by:
 - increasing the size of the leadership team and their capacity to effectively monitor the impact of teaching on it
 - improving teachers' abilities to assess it accurately, over time and in lessons, in order to support students' more effective learning
 - ensuring governors hold school leaders to account for it.

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 | Good | Good | Very good | Outstanding |
| | Progress | Very good | Good | Very good | Outstanding |
|  Mathematics | Attainment | Good | Good | Very good ↑ | Very good |
| | Progress | Good | Good | Very good ↑ | Very good |
|  Science | Attainment | Good | Good | Good | Very good |
| | Progress | Good | Good | Good | Very good |
|  UAE Social Studies | Attainment | Good | | | |

| | | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------------------|--|------|---------|---------|-------------|
| Learning skills | | Good | Good | 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 | Outstanding | Outstanding | Outstanding | Outstanding |

3. Teaching and assessment

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

4. Curriculum

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|--------------------------------------|-------------|---------|---------|---------|
| Curriculum design and implementation | Very good | Good | Good | 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](#).

National Priorities

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 (NAP), 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 for the academic year 2019-2020.

School's progression in international assessments

is approaching expectations.

- Progression in international testing over time is good overall. The 2015 Trends in Mathematics and Science Study (TIMSS) for Grade 8 exceeded the centre point, reaching the intermediate benchmark and exceeding the school targets in mathematics and science. Results in the Programme for International Student Assessment (PISA) Based Tests for Schools (PBTS) are at proficiency level 2. The Progress in International Reading Literacy (PIRLS) results indicate that the school is at low international benchmark level, reflecting low attainment in reading and comprehension. Comparisons between NAP outcomes and measures of cognitive ability (CAT 4) demonstrate that students are attaining better than expected in mathematics but not in science or English.

Impact of leadership

is approaching expectations.

- The National Agenda improvement plan addresses some of the recommendations from the various benchmark reports. The development of a systematic whole-school approach to the gathering and analysis of different assessment information to improve students' outcomes is not strong.

Impact on learning

meets expectations.

- School leaders and teachers are promoting opportunities for critical thinking for all students but with variation in the quality across the subjects and phases. Students in Cycle 3 demonstrate good reasoning and problem-solving skills. The increase in the use of technology is supporting students' independent learning and research skills. Students are beginning to carry out simple independent research.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For development:

- Use international assessment data analysis to identify and remedy gaps in students' learning.
- Expand opportunities for all students to develop the skills of critical thinking, reasoning and inquiry across all grade levels and subjects.

Moral education

- Moral education is taught discretely in Cycles 1 and 2 and integrated into other subjects in Cycle 3. The pillars of the programme are successfully integrated into many aspects of school life, such as the tolerant nature of this multicultural and multi-faith school community.
- Teachers, in all cycles, provide engaging lessons in order to meet students' different learning needs. The used textbook is often supplemented by other relevant resources, allowing students to develop better knowledge, understanding and skills.
- Continuous assessments, as well as end-of-unit tests and projects, allow teachers to evaluate students' development of knowledge and skills. Parents also participate in assessing their children's development of moral values, as evident at home.

The school's implementation of the moral education programme is above expectations.

For development:

Ensure that all assessments provide accurate information that is used more effectively in planning lessons.

Reading across the curriculum

- The school does not have accurate data to analyse students' reading achievements. International benchmark tests indicate that many students have weak literacy skills in Arabic and English. Systems for tracking the progress of reading, in both languages, have been initiated.
- The internal professional development is helping improve teachers' skills in the teaching of reading. School leaders are encouraging the sharing of best practice and promoting a culture of reading throughout the school.
- A guided reading programme, in Arabic and in English, is beginning in the KG, where teachers place a high value on the development of fluent literacy skills. Across the school, students are encouraged to participate in reading competitions both internally and nationally.
- Leaders are committed to the development of reading literacy, in Arabic and English, as evident in the improved role of the library and the additional reading lessons.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Ensure that accurate assessment information is obtained on students' reading abilities in Arabic and English and made available to them as appropriate.
- Ensure that appropriately-qualified staff support students who are identified as needing assistance with their reading skills.

Innovation

- Students' improving higher-order thinking skills are enabling them to engage in projects, both in and out of class, in more creative ways.
- Students are encouraged to initiate new ideas and to participate in innovative projects. The Charity Market, organised by students, sells school-grown produces and ornamental crafts made from recycled plastics.
- In a majority of lessons, teachers provide students with opportunities to use technology, to carry out research, to make presentations and to learn through a variety of applications and simulations.
- Including critical thinking activities in lesson planning is helping motivate and challenge students. A wide range of extra-curricular activities aids the development of students' innovation skills.
- Leaders show a clear commitment to promoting a culture of innovation. The academic strengths of a parent governor, for instance, has supported the modification of the school's chemistry curriculum.

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

For development:

- Provide further opportunities for students to explore their own creative and innovative thinking through appropriate enrichment programmes.

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 |

- Attainment levels shown by assessment information do not reflect the levels evident in lessons and students' work. Students in Cycle 1 demonstrate more consistent knowledge and understanding of the subject. Girls make better progress than boys, particularly in Cycle 3.
- Students' understanding of Islamic values and key concepts is a strength. Their knowledge of Hadeeth and Islamic law is stronger than their knowledge of Seerah. They can take meaning from the Holy Qur'an and Hadeeth, but they are less secure in referring to them for evidence.
- Students' memorization and recitation skills have improved in the KG and Cycle 1. However, older students are developing these skills at a slower rate. Students understand the rules of Tajweed, but they are not secure in implementing these rules in recitations.

For development:

- Improve students' recitation and memorization skills of the Holy Qur'an across all cycles.
- Ensure that the Holy Qur'an, Hadeeth and Seerah are closely linked to all areas of the subject and encourage students to refer to them for evidence.

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 |

- Internal assessment data and IBT results indicate that students achieve above curriculum expectations. Cycle 3 students, and especially the girls, express their views extensively in writing and speaking using standard Arabic, bringing examples from everyday life.
- Children in the KG rapidly develop their language skills. They read long and short vowel sounds correctly. They can respond to standard Arabic and write words and sentences to illustrate images. Students, across all phases, can apply their literacy skills to produce extended, free writing.
- In the better lessons, particularly in Cycles 1 and 3, students are acquiring fluency in reading. Cycle 3 students are developing their skills in analysing texts. A lack of opportunities for expressive reading and speaking, using standard Arabic, is restricting students' progress in Cycle 2.

For development:

- Improve students' attainment in Cycle 1 by raising expectations and the levels of challenge.
- Enhance students' reading skills in Cycles 1 and 2 by reading for them short vowel sounds with expression.

English

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|-----------|---------|-----------|-------------|
| Attainment | Good | Good | Very good | Outstanding |
| Progress | Very good | Good | Very good | Outstanding |

- Across the school, students rapidly improve their language skills. The additional classes in reading and writing accelerate their progress. While progress in the KG and Cycle 2 is very good, students in Cycle 3 make even more rapid progress in speaking, reading and writing.
- At all stages, students relish engaging in debates using persuasive language. By Cycle 3, they use critical thinking skills confidently to provide reasoned solutions to common world problems. Students' skills in creative writing are less developed.
- Internal assessments reflect strong progress in reading and writing, particularly in Cycles 2 and 3. The reading enrichment programme, competitions, book clubs and workshops are improving students' reading at all stages.

For development:

- Ensure that all students know what they need to do to improve their four language skills.

Mathematics

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

- In KG 2, children start to manipulate numbers to add and subtract and to learn about money. The stronger teaching in Cycles 2 and 3 contributes to the accelerated progress in those phases. In Cycle 1, some classes effectively develop students' numeracy skills and operations, but this is inconsistent.
- In Cycle 2, students' understanding of key concepts is enhanced by their improving problem-solving skills. The high levels of achievement in Cycle 3 reflect students' secure knowledge and understanding of complex mathematical concepts.
- The emphasis on reasoning, problem-solving and critical thinking is supporting improvements in Cycle 2. This is reflected in the improved external assessment results. Across the school, students are increasingly confident in using digital resources to support their learning.

For development:

- Provide more opportunities for problem-solving, reasoning and critical thinking in Cycle 1.

Science

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

- The sustained strong achievement in all the phases results from collaborative, practical learning. In Cycle 3, the more rigorous scientific investigations result in higher attainment and progress. Students' attainment in external assessments is also improving.
- Teachers use a range of activities to provide more than one way for students to learn. Students use their understanding to devise creative solutions to problems. For example, in Grade 6, they design innovative ways of generating electricity.
- Links to real life and the UAE culture and society provide contexts for students to strengthen their scientific understanding. Many students, particularly in Cycles 2 and 3, are motivated to pursue innovative projects on their own.

For development:

- Improve students' outcomes by challenging more of them to exceed the expectations of the curriculum.

UAE Social Studies

| | All phases |
|------------|------------|
| Attainment | Good |

- In all the three cycles, assessment data show higher levels of attainment than those evident in lessons.
- All lessons provide students with opportunities to develop their knowledge, understanding and communication skills. Although teachers refer to the Ministry of Education (MoE) standards, they do not interpret them with sufficient rigour for students to develop deeper understanding and better skills.
- Lessons provide students with opportunities to learn about the development of the UAE and other Arab countries. Additional opportunities for reading help students develop their abilities to skim, summarise, analyse and evaluate texts.

For development:

- Increase the levels of challenge in lessons to deepen students' understanding and appreciation of the subject.
- Track students' achievements in the three domains of the subject.

Learning Skills

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

- The school is emphasising the development of students' learning skills. These are now visible in most lessons, particularly in Cycle 3, where students have regular opportunities to develop critical thinking and problem-solving skills.
- In Cycles 1, 2 and 3 students' reading and writing skills are developing well through extra lessons, competitions and writing clubs. The use of technology to support and promote independent learning features more commonly in lessons for older students.
- Across the school, students are keen to learn and take responsibility for leading learning. In the KG, children focus particularly well on studying when working together on tasks and activities. Students' ability to establish links between subjects and to apply their learning is developing well, particularly in English and science.

For development:

- Increase the opportunities for students to use technology for independent learning in the lower phases of the school.

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

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

- Students are self-disciplined and demonstrate positive attitudes towards learning across all phases. An example of their responsible behaviour is illustrated in Cycle 3, where they raise younger students' awareness of bullying and support them on this issue.
- A distinct feature of the school is the closely-knit community in which students from different backgrounds live together in harmony, showing respect for each other's differences. Student-teacher relationships are warm and courteous.
- Attendance rates are very high. Students express their views with confidence and take ownership of their learning, especially in Cycle 3. Their strong awareness of healthy living is reflected in their choice of the food they eat and their participation in well-being events.

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

- Students are keenly aware of Islamic values and understand their relevance to the UAE modern society. In all phases, they can give examples of values such as modesty, respect and tolerance.
- Students are proud of their own cultures and can talk knowledgeably about them. They can provide details about the culture and lives of people from other countries.
- This year, the UAE heritage and traditions are being embedded into the school curriculum. A wide range of school activities, such as assemblies and projects in all subjects, helps develop students' awareness of the Emirati culture.

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|---|-------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding | Outstanding | Outstanding |

- Students demonstrate a strong work ethic and are responsible, proactive members of their school and local community. Student council members play a role in taking care of their peers, especially the younger students.
- Throughout the school, students hold different leadership roles. These include leading the morning assembly, managing student organisations and raising awareness of issues related to health, the environment and the community.
- Students are enterprising and organise charity and environmental projects. They are involved in several cleaning campaigns, and in planting a vegetable garden, selling the produce and donating the proceeds to charity.

For development:

- Provide even more opportunities for students to develop enterprise and innovative skills within the wider community.

3. Teaching and assessment

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

- In all phases, teachers deliver activity-based lessons, which provide students with the time, resources and support to develop their understanding. In Cycle 3, there is a higher level of challenge, and students have more opportunities to discuss their learning.
- Teachers have secure subject knowledge. They plan engaging lessons and know their students well. This is particularly true of teachers in the KG. However, in the other phases, teachers have insufficient understanding of students' subject-specific strengths and weaknesses to meet their individual needs.
- In the best lessons, learning objectives are clear and challenging, collaborative learning is effective and critical thinking is developed. Strategies to enable students to become more independent learners are evident as students move through the phases.

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

- The assessment processes in the KG are more comprehensive this year and are providing teachers with detailed information about the children. Daily observation checklists, aligned to the curriculum outcomes, are helping teachers to monitor children's achievements.
- Assessments across the three cycles are aligned to the MoE curriculum standards and external examination requirements. Consequently, the evaluations of student achievement rely on internal assessment information. In some subjects, curriculum standards are not interpreted with sufficient rigour, leading to less challenge in lessons.
- Improvements in assessments, such as the introduction of skill tracker systems, are helping ensure lesson planning provides more targeted support and challenge. However, some teachers are not fully aware of students' potential, which reduces the opportunities for them to make more rapid progress.

For development:

- Ensure that lesson objectives are rigorously aligned to the curriculum standards.
- Encourage teachers to question more skilfully and to provide students with more time to learn through activities.
- Ensure that meaningful assessment information is collected from a range of sources to accelerate students' progress and improve their attainment.

4. Curriculum

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

- The school is fully compliant with the MoE curriculum expectations. The curriculum has a clear rationale, is strongly aligned to the school's vision and mission and responds positively to UAE national priorities. The KG curriculum provides a wider range of knowledge and skills than in the other phases.
- Links with other subjects are strongly embedded and carefully planned by teachers. Although more evident in English and mathematics, critical thinking and problem-solving activities are still developing features in most subjects.
- The school makes regular reviews of what is to be taught and learned in all subjects. Consequently, activities are provided to match most students' needs, abilities and interests. However, choices provided for the older students are still limited.

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------|-------------|---------|---------|---------|
| Curriculum adaptation | Very good ↑ | Good | Good | Good |

- In all areas of learning, changes have been made to support different groups of students. This is particularly effective in the KG, where teachers plan activities to support individual students where needed.
- Students' academic and personal development is enhanced by a wide variety of activities and community links outside lessons. All students have increasing opportunities to demonstrate their entrepreneurial skills through charitable, environmental and technological projects that they initiate and conduct on their own.
- The incorporation of the Emirati culture and values into what is taught and learned is strongly developing. Many lessons refer to aspects of the UAE, and activities outside the classroom, such as assemblies and field trips, celebrate the country's arts, religion and history.

For development:

- Increase the range of projects and entrepreneurial activities available to older students.
- Investigate ways to promote enterprise, innovation and creativity in the regular lessons, not through additional provision.

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 |

- The school has exemplary arrangements for ensuring students' safety and protection. The highly-effective procedures are well understood by students, staff and parents and are reinforced during assemblies and lessons.
- Healthy lifestyles are embedded in all aspects of school life. The school provides valuable advice to students and parents on a wide range of health-related matters. This includes food choices, mental well-being and physical fitness.
- Improvements to the school premises, especially the surfaces and doors, have significantly reduced incidents in the KG outdoor area. The recently-introduced technology is ensuring that children travel more safely on the school buses. The additional security staff ensure the highest levels of safety at the entrances to the premises.

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

- Staff are well aware of students' individual needs. Considerate, respectful and very positive staff-student relationships are evident throughout the school. There are clear expectations regarding student behaviour that are understood and followed by all.
- A strong team accurately identifies the needs of students of determination and those with gifts and talents. Students benefit from appropriate support. Skilful curriculum modification and enrichment, within a coordinated system, contribute to the consistency of support and promote students' progress.
- The school's monitoring of students' well-being and personal development is effective. The school also provides helpful advice and guidance to students on career choices, college options and pathways to further education.

For development:

- Provide more challenging support for students who are academically gifted or talented in the creative arts, technology and sports.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- All leaders and the inclusion team are dedicated to promoting inclusion within the school. The appointment of a designated social worker for the KG is a welcome development, reflecting the commitment of the governing body to this agenda.
- The school has a clear understanding of the range of student needs, and these are accurately categorised.
- The school methodically and effectively develops strong communication links with the parents of students of determination. Parents indicate that they would welcome workshops to enable them to support their children more effectively at home.
- Most individual education plans are used successfully, but the practice is not consistent. In the better lessons, learning is active, guidance is individualised and the environments are welcoming and supportive.
- Appropriate tracking, monitoring and evaluation tools are in use, providing accurate information. They provide evidence that, in most subject areas, the learning skills of the majority of students of determination are moving closer to age-related expectations.

For development:

- Ensure that the measurement of the impact of teaching on students' achievement is monitored systematically and consistently.

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 |

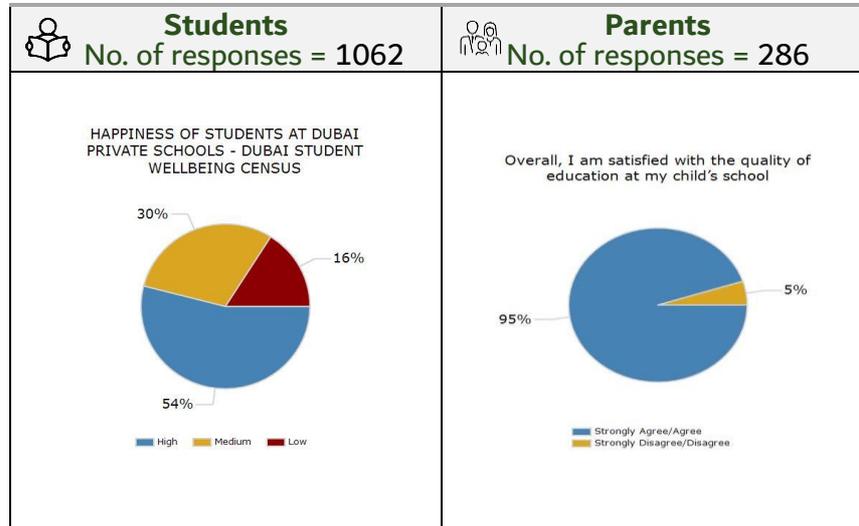
- The school’s mission and vision reflect national priorities and are shared with the school community. They determine the direction the school takes. Senior leadership consists of a small group, and they manage their responsibilities well. They facilitate a positive ethos. Retention rates are very high, and leaders are fully committed to inclusion. They have sustained gradual school improvement and ensured that the school is fully compliant. Even so, most leaders have the capacity to improve the school further if given appropriate professional development.
- Processes for school self-evaluation are systematic and include the views of parents and students. Subject evaluations are based on MoE test results but do not reflect students’ achievements in lessons. The school development plan is mostly drawn from external evaluations, and its key priorities are identified. Leaders use classroom observations to systematically monitor teachers’ performance but not students’. As a result, actions in the school development plan are not being evaluated for their impact on student outcomes.
- Parents are successfully engaged as partners in their children’s education, and their views are systematically considered. Systems of communication to inform parents about their children’s achievements and school events are effective. Responses to any concerns are prompt. Parents receive timely information, including termly reports. KG reports contain more depth than those of the other phases. Students benefit, both socially and academically, from their involvement within the local and national community.
- The governing body includes parents, members with a range of expertise and the owner’s representatives. They are well informed about the school’s performance. They visit classrooms, appoint teachers and guide school evaluation and action planning. They are successful in bringing their expertise to bear on the school’s decision-making, including that related to statutory requirements. However, their monitoring of school performance lacks rigour, and they are less effective in holding middle leaders to account.
- This year, there are many new initiatives that have a positive impact on student performance. The existing KG accommodation is enhanced, and the appointment of additional teachers is reducing teachers’ workload and supporting teacher retention. The continuous professional development is well focused on school priorities. Resources for teachers, as well as school transport and safety, have improved. However, some existing school accommodation and the insufficient number of middle leaders are having a negative impact on both teaching and the development of students’ learning skills.

For development:

- Enlarge the leadership team and develop its capacity to meet the identified needs.

Views of Parents and Senior Students

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



| | |
|--|---|
|  Students | <ul style="list-style-type: none"> The survey reports students' positive attitudes towards the school, their learning and life. Most students indicate that they are engaged in their schoolwork and value it. Students report that they have respectful relationships and a sense of belonging to the school. They feel they have healthy lifestyles. Bullying is raised as an issue, but the inspection found that students were good at resolving their own problems. |
|  Parents | <ul style="list-style-type: none"> Most parents are satisfied with the level of education the school offers. They indicate that the school acts on their views and that teachers help their children learn. Most report that they have sufficient information to be partners in their children's education. Nearly all parents believe that their children are kept safe and value the inclusive nature of the school. This concurs with the inspection evidence. |

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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