

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Shurooq
Private School

Celebrating
10 years of
inspections

AL SHUROOQ PRIVATE SCHOOL

MoE CURRICULUM

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School information

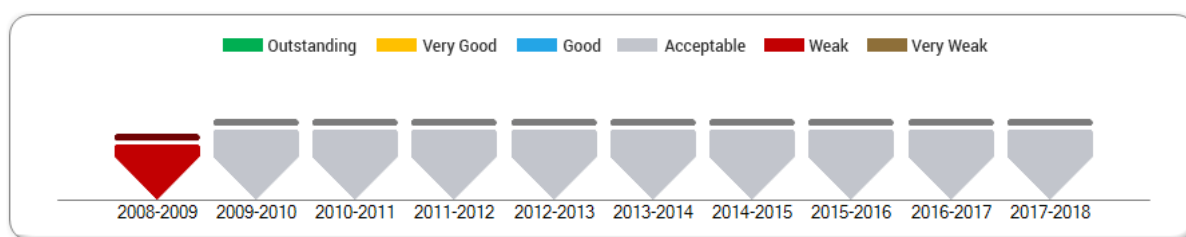
General information	
Location	Jumeirah First
Type of school	Private
Opening year of school	1986
Website	www.shorouq.sch.ae/
Telephone	043442026
Address	Al Wasel Road. P.O. BOX 11656
Principal	Ibrahim Arid
Principal - Date appointed	9/11/2017
Language of instruction	Arabic
Inspection dates	20 to 23 November 2017

Teachers / Support staff	
Number of teachers	127
Largest nationality group of teachers	Jordan
Number of teaching assistants	26
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	23%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2025
Number of children in pre-kindergarten	0
Number of Emirati students	546
Number of students with SEND	66
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	UAE NAP
Accreditation	None
National Agenda benchmark tests	CAT4, UAE NAP

School Journey for Al Shurooq Private School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Al Shurooq Private School was inspected by DSIB from 20 to 23 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The effectiveness of leadership is acceptable. Whilst the newly-appointed principal and his leadership team have adequate capacity to improve the school, they will first need to improve self-evaluation, because it does not provide a realistic picture of school's performance. Parents are supportive of the school. Governance is weak because the governing board does not empower or hold the senior leadership team to account for the school's performance. Management, staffing, facilities and resources for learning remain acceptable.

Students' achievement

Since the last inspection, there have been improvements in students' progress in Islamic education in the Kindergarten (KG) and Cycle 3, and in Arabic as first language in Cycle 2. Students' attainment and progress in the other subjects are at an acceptable level. Their learning skills are acceptable across all phases.

Students' personal and social development, and their innovation skills

Students' personal and social development are a strength in the school. However, their innovation skills are underdeveloped. Students' understanding of Islamic values and of both the UAE and other cultures are strong in the KG and Cycle 3.

Teaching and assessment

Teaching is acceptable across all phases of the school but is inconsistent in Cycle 1. Assessment is weak because leaders do not effectively analyse assessment data. Furthermore, leaders and teachers do not use assessment information to influence or personalise either teaching or the curriculum.

Curriculum

of Emirati culture Curriculum design, implementation and adaptation remain acceptable. The school implements the Ministry of Education (MoE) curriculum and provides some enhancements to it. The curriculum clearly identifies opportunities for students to deepen their understanding and UAE society.

The protection, care, guidance and support of students

The provision for health and safety are good. The procedures to ensure students are safe on campus and school transport are effective. The provision for care and support are also good. Staff-student relationships are positive, and the school's promotion and management of attendance and punctuality are effective.

What the school does best

- Students' good overall achievement in Islamic education, with very good progress in the KG and Cycle 3
- Students' strong personal and social development, particularly in Cycle 3
- The good provision for the protection, care, guidance and support for students
- The school's strong partnerships with parents.







Key recommendations

- Strengthen accountability for the school's actions and outcomes by:
 - empowering the senior leadership team, including the principal, to enable them to take full responsibility and improve the school
 - enabling the governing board to hold the senior leadership team to account for the school's performance.
- Improve the school's self-evaluation and action planning to generate a more realistic view of the school's performance and improvement priorities by:
 - making more effective use of assessment information and analyses in evaluating students' achievement in the key subjects
 - producing action plans that include appropriately and well-informed, prioritised and measurable targets
 - monitoring the impact of the teacher professional development programmes on both the quality of teaching and students' outcomes.
- Improve the quality of teaching by;
 - Implementing assessment processes that accurately monitor the progress of individuals and key groups of students
 - differentiating teaching activities to more effectively meet students' individual learning needs, including the needs of those who are gifted and talented
 - providing classroom tasks that challenge all students to develop their critical thinking, investigative and independent learning skills.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic education	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Good	Good	Very good ↑
 Arabic as a first language	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑	Acceptable
 Arabic as an additional language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓
 Science	Attainment	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Good	Good	Good	Good

6. Leadership and management

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

National Priorities

National Agenda Parameter



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

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

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

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

- Students' attainment on the National Agenda Parameter is weak in English, mathematics and science and acceptable in Arabic.
- The school meets the registration requirements for the National Agenda Parameter.
- The school's leadership team is broadly committed to the National Agenda. An action plan has been created but not shared with all staff.
- The school is at an early stage of analysing the data from the National Agenda Parameter.
- Some targeted adaptations to the curriculum, especially for students with special educational needs and disabilities (SEND), have been identified. These adaptations are not embedded enough to impact on students' outcomes.
- Teaching strategies are not adjusted in the light of CAT4 or other assessment information.
- The outcomes from National Agenda Parameter assessments have not been used to improve students' learning skills. As a result, skills such as independent research remain underdeveloped.

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

Emirati Students

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



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

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

Three strands are reported on (each with three elements):

i) Governance and Leadership.

ii) Learning and Intervention.

iii) Personalisation

- Senior staff ensure that the performance of Emirati students is monitored thoroughly. However, the students' levels of attainment and progress are currently not high enough.
- Emirati students are enthusiastic about the school and their studies, especially in higher grades. Students' potential (CAT4) and achievement data are not analysed well enough to effectively tackle any underperformance for this cohort.
- The curriculum is not effectively adapted to raise Emirati students' attainment. There is insufficient focus on improving their verbal reasoning skills. Analyses of CAT4 data are not used to guide planning of interventions. Personalisation for Emiratis is not evident in the school, except for those with SEND.

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

Moral Education

- The curriculum is integrated across several subjects and taught across Grades 1 to 9. The school uses the MoE textbooks and enhances the curriculum using other materials and resources.
- Classes are taught in Arabic once a week by social studies specialists. The MoE materials are used effectively and lessons, particularly in the upper grades, are personalised and engaging.
- Students are given opportunities to explore moral education concepts and dilemmas in lessons. Students in higher grades make connections to their own lives and to current local and global issues.
- Assessment strategies include the MoE project rubrics, surveys and self-assessments. However, reporting to parents is limited.

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

Social Studies

- The K-12 curriculum follows the requirements of the UAE social studies learning outcomes. There are cross-curricular links in place, notably with moral education and English.
- Social studies specialists use MoE textbooks. Their use of additional materials and teaching strategies promote interaction and discussion among students.
- Students interact and collaborate well. They make connections with current events. Although critical thinking opportunities are a regular feature in the upper grades, opportunities for students to conduct independent research are limited.
- Teachers use observation techniques and group and individual assessments appropriately. However, they do not always give students sufficient or timely feedback to help them with their next steps in learning.

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


Innovation in Education

- Insufficient use of technology in lessons limits students' development of research skills. Innovative approaches to learning are not built into most classroom activities.
- Students demonstrate their ability to innovate through the yearly project which also increases levels of self-confidence. For example; at the end of KG, children create their own imaginative Arabic stories.
- Lesson plans contain limited strategies to develop students' innovation skills. Consequently, there are few opportunities for students to learn independently or take the initiative.
- The curriculum is being modified to place a greater focus on innovation. However, these modifications are at a very early stage of development. As a result, students' higher-order thinking skills, creativity and skills in problem-solving are limited.
- Although the school values include a focus on innovation, school improvement plans do not identify a process through which the school can become more innovative.

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

Main inspection report


1. Students' achievements

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

- Students in Cycle 3 are making very good progress, especially in reading the Holy Qur'an and understanding the Prophet's Seerah. Similar rates of progress are seen in the KG. In Cycles 1 and 2, students have a good knowledge and understanding of the Pillars of Islam.
- Students' work in Cycle 3 show progress that is better than in Cycles 1 and 2. This is helped by students having opportunities to carry out research on international Islamic issues, broadening their perspective and boosting their confidence.
- Students' reading of the Holy Qur'an is improving in all the cycles. Children in the KG memorise short verses and effectively demonstrate their knowledge of the Prophet's family and companions. They also know about the different types of prayers.

For development


- Enable students to enhance their progress in Cycles 1 and 2 through a greater emphasis on open-ended research.

		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language 	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good ↑	Acceptable

- The majority of students in the KG and Cycle 1 demonstrate attainment levels that are above curriculum expectations. Students' progress is good in the KG, Cycle 1 and Cycle 2 and is evident in lessons, test results and in their written work. Students with learning difficulties make similar progress to their peers, due to the support they receive from their teachers and their peers.
- Students across the phases improve in their speaking of grammatically correct Arabic. Although students in all phases have good reading, listening and speaking skills, students in Cycle 1 have better writing skills.
- The introduction of the UAE culture into lessons has enabled students to link their learning to real life. The newly-adopted reading project has a positive impact on students' reading and comprehension skills.

For development


- Improve students' writing skills in Cycles 2 and 3 by using more engaging teaching strategies.

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

- Students across the phases attain at levels which are in line with curriculum expectations. This is seen in lessons and their scores on both external and internal tests. Students' progress in lessons varies considerably across the cycles, but it is acceptable overall and good in the KG. Girls' achievement is better than boys', in both Cycles 2 and 3.
- KG children make good progress from what is a low baseline on entry to school. Students' listening skills are stronger than their other language skills. Whilst most girls can speak at above age-related expectations, boys too frequently demonstrate limited clarity and expression in their speech.
- Students' reading skills vary considerably. Girls show developing analytical and scanning skills. Most students in Cycle 3 write at length and to an acceptable standard. Boys are more likely to make grammatical and punctuation errors.

For development


- Provide opportunities for students across the school, especially for the boys, to improve their reading and writing skills.

		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓

- Students' achievement is in line with curriculum standards across all cycles. Their UAE NAP results reveal a specific weakness in basic number skills in Cycle 1. Their scores on external benchmarking tests reflect variable levels of achievement across the school.
- Students in Cycle 1 have not acquired the necessary mathematical vocabulary to help them communicate ideas clearly. In general, students can apply mathematical concepts to real life contexts. Older students are improving in their use of algebraic skills, applying measurement concepts and interpreting graphical information.
- There is no significant difference in the achievement of boys and girls, but boys lack clarity in their presentation of solutions to problems. Students' ability to solve extended mathematical problems are underdeveloped.

For development

- Provide opportunities for students to solve extended mathematical problems.

		KG	Cycle 1	Cycle 2	Cycle 3
Science 	Attainment	Weak ↓	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable ↓

- Although the level of students' achievement reflected in internal assessments is weak, it is broadly acceptable in lessons and in their work. Attainment in the KG is below age-related expectations. Students' scores on the UAE NAP and international benchmark tests, such as TIMSS and PISA, reflect mastery of a few key concepts in Cycles 1 and 2, but not all.
- There is little difference in achievement between boys and girls. In the KG, children's attainment is significantly lower than in the other cycles. Most children, however, make the expected progress towards meeting lesson learning objectives.
- Across all the three cycles students' practical skills, although not strong, are developing, with increasing opportunities for them to carry out practical work. Skills, such as hypothesising and researching, are underdeveloped across the school.

For development

- Provide more opportunities for students to learn science through investigations.

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

- Students have positive attitudes and mostly work with focus. They are willing to take responsibility but are provided with few opportunities to enable them to use their own initiative. Children in the KG work independently on simple activities.
- In group work, students collaborate and discuss ideas well. Their skills of listening and recording information are showing improvement. However, communication, innovation, critical thinking and enquiry skills are less developed.
- Children in the KG make connections to their own lives but only when prompted to do so by their teachers. Similarly, in higher grade levels, students make few independent connections to the real world. Limited opportunities to use learning technology constrains the development of students' research skills.

For development

- Provide more opportunities for students to develop their communication and research skills using learning technologies.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good

- Students show positive and responsible attitudes, especially in Cycle 3. They follow classroom rules and respond well to feedback.
- Students of different nationalities appreciate a friendly and inclusive school ethos. They enjoy participating in an activity called 'The Global Village' in which they discuss different cultures. Their attendance is at least good. Although a minority of students sometimes lack self-discipline, they respond well to others.
- The school conducts sessions to promote safe and healthy living among all students. This is especially strong in the KG where the school provides a three-week programme on healthy eating. Because of these sessions, students generally make healthy choices.

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

- Students understand and appreciate how Islamic values influence contemporary UAE society. They listen well to the Holy Qur'an in assemblies and apply the principles of Islam, such as cooperation, respect and protecting the environment, in their lives.
- Students participate in a range of cultural activities. They care about the cultural aspects of the UAE such as traditional sports and clothes. This understanding and appreciation is particularly evident in the KG and Cycle 3.
- Students have a secure understanding and an appreciation of their own culture and heritage. However, their knowledge of other world cultures is less well developed.

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

- Students contribute actively to the life of the school and the local community by volunteering in activities such as cleaning their school playgrounds and a nearby beach. They have a good work ethic which is evident in their participation in activities such as 'The Little Merchant' project in the KG.
- Student awareness and understanding of environmental sustainability is evident when participating in projects such as planting trees in the local parks. They are keen to look for ways to improve the school environment through projects such as the 'Green Building' project.
- Children in the KG show some innovation skills through story writing activities. Older students contribute to school development through projects such as designing a supervisor robot. They willingly participate in charitable projects which both support each other and the local community.

For development

- Encourage students to initiate a wider range of innovative projects in all the phases.

3. Teaching and assessment

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

- Although teachers know their subjects and their students well, the learning environment established by teachers in lessons is often uninspiring.
- Differentiated activities identified in lesson plans are neither effective nor sufficiently challenging for the most able students. Teachers often set low expectations for students. Questioning is mostly closed and focusses mainly on checking students' factual understanding.
- Relationships between teachers and students are mostly positive. However, teachers' give insufficient attention to the promotion of students' learning skills, especially critical thinking, innovation and enquiry skills.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- School leaders analyse internal and external data but do not appropriately benchmark students' outcomes. The analyses are not used systematically or consistently, to make appropriate modifications to the curriculum or to teaching strategies. These analyses do not offer reliable measures of progress.
- Assessment data are not used effectively to improve the learning of groups of students, such as Emiratis, or boys or girls. Students play no effective part in assessing their own learning.
- The use of data to generate individual targets and to monitor students' progress against these targets is not well developed. The school's use of skill-based analyses to inform progress does not have a discernible impact on students' learning in lessons.

For development

- Improve the analysis of assessment data to;
 - generate challenging and measurable achievement targets for individuals and groups of students
 - improve differentiation of teaching activities to more effectively meet the learning needs of all groups of students.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum planning is inconsistent across the phases. It is not implemented effectively enough to meet the needs of the most able students. Some departments have prepared enrichment activities which enable students to acquire advanced language skills in Arabic.
- Curricular choices for students are somewhat limited. The school provides clubs that meet some of students' interests. Most subjects plan for cross-curricular links, but do not provide students with sufficient opportunities for independent learning. The range of curricular choices for students in Cycle 3 is limited.
- The curriculum is broad, balanced and follows the MoE requirements. The school uses books from different publishers to enrich the curriculum in mathematics, science and English. In the KG, the curriculum follows weekly thematic planning, but not yearly planning.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is adapted to enhance students' skills in Arabic and English through reading and also through the subjects of mathematics and science, which are taught in English. The KG curriculum is being revised to develop a more effective English language programme for all children.
- A revision of the curriculum for students with SEND is having a positive impact on the support they receive. Cross-curricular links within the MoE programme are being identified in lesson plans but not consistently or effectively implemented.
- The after-school clubs have been expanded to include a popular Chinese martial arts programme for boys and girls. However, these extra-curricular initiatives are not evaluated for their quality or their impact on students' learning.
- In the KG, children are provided with the appropriate number of Arabic lessons according to the MoE requirements. Children start learning the language in KG 1 by doing letters, sound recognition and tracing. By the end of KG 2, they can form their own imaginative stories using different kinds of resources.

For development

- Provide more curricular choices, especially for students in Cycle 3.
- Evaluate the quality of the extracurricular initiatives and measure their impact on students' learning.

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	Good ↑	Good ↑	Good ↑	Good ↑

- The school has a child protection policy in place that is understood and effectively adopted by staff, students and parents. Students are well supervised during breaks, on buses and during school activities. The school uses a GPS system to monitor the locations of the buses.
- The school provides a fully safe, hygienic and secure environment for students and staff. However, parents are not always checked-in appropriately as they enter school premises.
- School records, including incident reports and medical reports, are all up-to-date. The school's promotion of safe and healthy living is effective. Healthy living is given a high profile and clearly influences all aspects of school life.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- Student-staff relationships are good throughout the school. There is an established system for monitoring behaviour, and all staff and students know the expectations.
- The procedures for identifying students with SEND and those who are gifted and talented are good. Systems to support the large majority of students with SEND are improving.
- Curriculum adaptations, guided by individual education plans (IEPs), are becoming more embedded in teaching. Additional opportunities for gifted and talented students are inconsistent. At transition points, the school provides students with effective academic and careers guidance.

For development

- Strengthen the school's check-in procedures for all visitors.
- Improve teachers' skills in modifying the curriculum to better support students with SEND and those who are gifted.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The quality of SEND provision is acceptable because the work of the coordinator is not consistently implemented in day-to-day classroom teaching. Teaching strategies are not effective in maximising the progress made by students with SEND. The school has an inclusion champion as well as a governor for inclusive education.
- The procedures for identifying students with SEND are improving. Accurate identification, in most cases, results in modifications, but these are not always appropriate to the student's need.
- Parents are positive about the support their children receive. They appreciate the open lines of communication they have with key staff. The home-school communication systems enable parents to provide effective learning support to their children at home.
- The adjustments made to teaching do not meet the learning needs of all the students with SEND. However, students working with staff in the support areas make good progress, especially in reading, in English and Arabic.
- The progress of students with SEND is variable in lessons. The large majority of them do not make enough progress in lessons. However, they make better progress when they are supported by specialist staff.

For development

- Improve the quality of teaching and curriculum modifications to maximise progress in each class for each student.
- Revise individual education plans to identify each student's learning need clearly and enable teachers to use them effectively in lessons.

6. Leadership and management

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

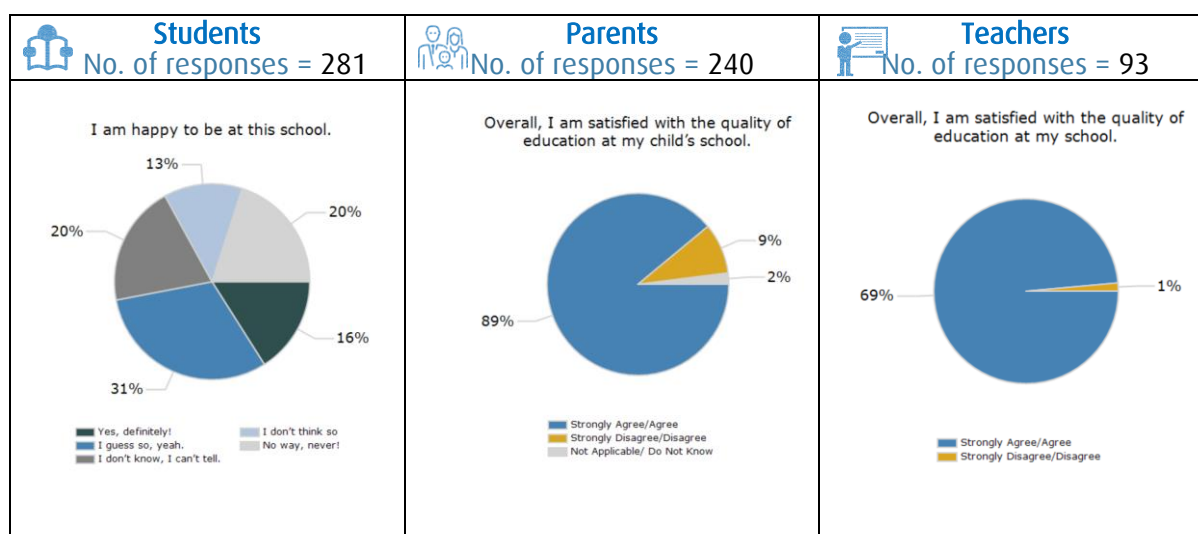
- Senior leadership team members demonstrate an adequate understanding of effective teaching and learning and provide teachers with professional development opportunities. However, they do not measure the impact of these on the quality of teaching. If empowered sufficiently, the senior leadership team, including the new principal, has the capacity to improve the school's performance.
- The school does not make effective use of assessment information in its processes of self-evaluation and school improvement planning. As a result, the self-evaluation does not provide a realistic view of the school's performance. The improvement plans put in place are adequate and are based on what the school knows about itself and on inspection recommendations. However, the plans lack both appropriate prioritisation and effective monitoring processes.
- Parents are involved in the education of their own children. The school listens to them when they have ideas or concerns to share. Parents are happy with the parent-teacher conferences because these provide them with plenty of information about their children's academic and personal development. The partnerships the school has established at the local and the national levels have limited impact on students' learning experiences.
- The governing board does not represent all stakeholders. It seeks the opinions of students and parents informally. The governing board has only an advisory role and, therefore, does not sufficiently hold the senior leadership team to account for the performance of the school. Therefore, the impact of the board's work on improving the school is limited.
- Teachers are provided with a programme of professional development. Although the provision in the KG for children's external play and the accommodation and resources for students with SEND have been enhanced significantly, KG classroom resources are insufficient to enrich children's creative and exploratory skills.




For development

- Ensure that the self-evaluation process makes effective use of evidence, including assessment information, to produce a realistic picture of all areas of school performance.
- The governors should empower the school leadership team, including the principal, and hold them fully to account for the performance of the school.

The views of parents, teachers and senior students

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



 Students	<p>Only a large minority of students who responded to the survey agree that the school is a friendly and welcoming place. Only a minority of them agree that they are offered healthy food and drinks in the school. A majority are satisfied with the quality of education the school offers, but comments from students focus on the need to have more extracurricular activities. Whilst the inspection team reported on a broad range of extra-curricular activities, they were not so positive about the consistency in or the monitoring of the quality of these.</p>
 Parents	<p>Survey results show that a large minority of parents believe that their children are not well supported in their learning. A minority believe that their children do not read regularly for pleasure at home. Comments from parents mention the lack of safety on school buses, the lack of focus on reading, some teachers' inappropriate attitude towards their children, and the ineffective communication with the school. The inspection team found the school's protection, care, guidance and support of students to be good.</p>
 Teachers	<p>Survey results show that teachers are fully supportive of the school and highly satisfied with their work. Few teachers disagree that students are well behaved and respectful to adults. The survey results contain only one comment from a teacher in which the teacher requests giving more time in the timetable for the teaching of the mathematics curriculum. The inspection team broadly concurred with these particular views of teachers.</p>

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