



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Mirdif Private School

Curriculum: US

Overall rating: Acceptable

Read more about the school ➔



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‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Mizhar
Type of school	Private
Opening year of school	1975
Website	www.mirdifprivateschool.com
Telephone	04-2883303
Address	PO Box. 79195 Mirdif - Dubai
Principal	Randa Ghandour
Language of instruction	English, Arabic
Inspection dates	11 to 14 January 2016

Students



Gender of students	Boys and girls
Age range	3-14
Grades or year groups	Kindergarten 1 to Grade 9
Number of students on roll	914
Number of children in pre-kindergarten	N/A
Number of Emirati students	621
Number of students with SEND	24
Largest nationality group of students	Emirati

Teachers / Support staff



Number of teachers	60
Largest nationality group of teachers	Lebanese
Number of teaching assistants	42
Teacher-student ratio	1: 15
Number of guidance counsellors	1
Teacher turnover	26%

Curriculum



Educational permit / License	Other
Main curriculum	US / MoE
External tests and examinations	Iowa
Accreditation	N/A
National Agenda benchmark tests	Iowa

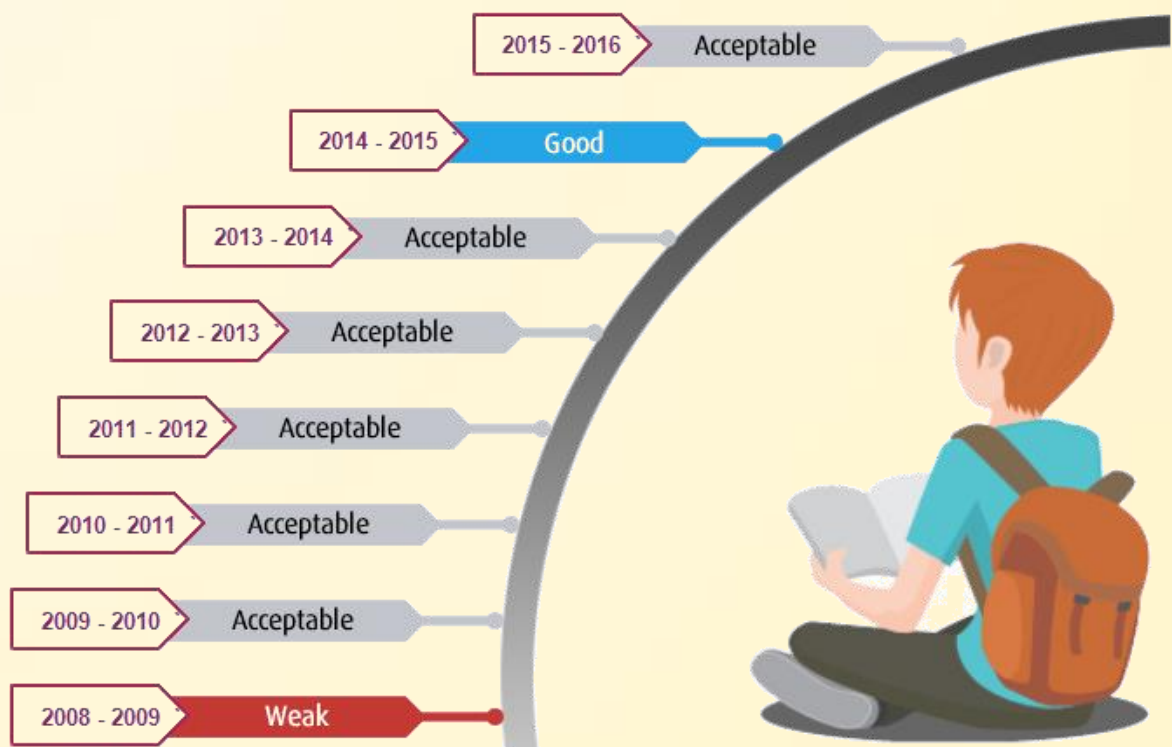


Summary for parents and the community

Mirdif Private School was inspected by DSIB from 11 to 14 January, 2016. The overall quality of education provided by the school was found to be **acceptable**

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

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





How well did the school perform overall?

Overall the **Mirdiff Private School** provided an **acceptable** level of education for its students.

- Attainment and progress were acceptable or better in all key subjects, in all phases, when measured against the schools chosen curriculum standards. When measured against international benchmarks, students made slower progress and achieved below those standards in all grades except the Kindergarten (KG) and Grade 9. Learning skills were acceptable in the elementary and middle phases, and good in the KG and high school.
- Students' personal development was good overall. Students enjoyed taking responsibility. They demonstrated a strong understanding of Islamic values. Students' awareness of the environmental issues facing the UAE was less consistent across the school.
- Teaching and assessment were acceptable in the elementary and middle phases, with the most effective teaching occurring in KG and in the high school.
- The curriculum design and its adaptation was good across all phases. It had specifically improved in the KG phase. The curriculum design was comprehensive and progressive, and enabled students to develop their skills across a range of subjects. It was generally modified and met the needs of individual and groups of students.
- The health and safety of all of the school's students was a priority. Child protection policies were in place and were carefully implemented.
- The schools senior leadership team (SLT) were committed to improving the school. Relationships with parents were of high quality. Parents were made welcome in the school. The school was appropriately staffed and well resourced. Specialist facilities were of high quality and sufficient space was provided to enable classes to be engaged in a range of different activities. The premises were well cared for and attractively presented.



What did the school do well?

- The student's personal development was good in KG, elementary and middle phases, and outstanding in the high school phase.
- Students' understanding of Islamic values and their awareness of Emirati and world cultures were outstanding in both middle and high school phases.
- Attainment and progress were good in Islamic education in all phases, in English and mathematics in the KG and high school phases, in Arabic as a first language in the elementary phase, and in science in the middle school phase.
- The school very successfully engaged parents as partners in their children's learning.
- The school provided a safe and secure learning environment for all of its students.



What does the school need to do next?

- Improve attainment and progress in all subjects and phases by:
 - identifying clear starting points for students
 - ensuring teachers set clear, measurable learning targets for different groups of students
 - matching teaching to the needs of the wide variety of learning styles present among students.
- Improve teaching by:
 - including clear learning outcomes into teachers' lesson plans
 - making sure teachers routinely develop students' critical thinking, problem solving, and independent learning skills
 - ensuring teachers make regular checks on students' progress during lessons.
- Ensure that governors hold school leaders accountable for improved student outcomes and personal development by:
 - ensuring middle leaders monitor and analyze students' attainment and progress
 - increasing learning resources.



How well did the school provide for students with special educational needs and disabilities? (SEND)

- Individual education plans (IEPs) had established a clear starting point from which to judge the progress of students with SEND. The measurement of learning outcomes against IEP targets was less consistent.
- The school kept parents informed of progress made by their children in a number of subjects.
- The communication with parents was an improving feature and was acceptable overall. The exchange of information between school and home was generally appropriate but lacked consistency across the school.
- The inclusion of parents in the construction of IEPs helped parents increase home support for their children.
- The appointment of a SEND coordinator and the addition of a number of teaching and learning assistants provided increased guidance and support, to accelerate the progress of students with SEND.

Innovation in education



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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter.
- Progress towards meeting the National Agenda targets was not secure.
- The school had taken the initial steps to ensure that all teachers were informed about the National Agenda. Key teaching staff had been involved in training to help to prepare students for the TIMSS 2015 assessment. The school was appropriately supported by governors. Very limited information regarding the UAE National Agenda had been shared with the parents or the students.
- In mathematics and science, the curriculum had been reviewed to align the TIMSS assessment requirements with the schools stated curriculum.
- Teachers had extended their teaching and questioning skills to promote deeper thinking, and to help students investigate their ideas and develop perseverance in their problem- solving.
- Information and communication technology (ICT) resources were available for internet research, but were not a part of common class practice. Students had access to appropriate library resources for students' independent research.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- School leaders were keen to promote a culture of innovation. A common understanding of how this culture would be communicated throughout the school had yet to be developed. Key staff had been identified to drive the agenda forward. However, the implementation of strategies that would support them to make the necessary changes was in the early stages of development. Some teachers had been encouraged to think about how space and systems might be used to extend high quality learning and the innovative skills. An increasing range of technologies was being deployed to assist this process. Choices which would enable students to develop their innovative skills were being built into the curriculum.

Overall School performance

Acceptable ↓

1. Students' achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable ↓	Acceptable ↓
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English 	Attainment	Good	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable ↓	Good	Good
Mathematics 	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable ↓	Acceptable ↓	Good
Science 	Attainment	Acceptable	Acceptable	Good	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Good	Acceptable ↓

	KG	Elementary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable ↓	Good

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Outstanding	Outstanding
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable ↓	Acceptable ↓	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Good	Good	Good
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Good

6. Leadership and management

	All phases
The effectiveness of leadership	Acceptable ↓
School self-evaluation and improvement planning	Acceptable ↓
Parents and the community	Outstanding
Governance	Acceptable ↓
Management, staffing, facilities and resources	Very good ↓



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Kindergarten (KG)

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In English, children's skills were at above expected levels in the Iowa tests at the end of KG2. Children took part in conversations, talked about familiar people, answered questions about stories and acquired an increasing number of new words and phrases. Many confidently used frequently occurring words such as the days of the week and the colors of flags. They showed an increasing interest in books, and by KG2 could recognize high-frequency words and read simple stories. In their emerging writing, children made their own sentences and used their knowledge of blending letters to spell unknown words.
- In mathematics, children performed above grade equivalent expectations in the end of the year Iowa tests of basic skills. In KG1, children confidently used mathematical language, accurately counted objects to ten and had begun to write numbers independently. By KG2, children recognised numbers up to and beyond twenty and had begun to relate numbers to real life. A good understanding of mathematical concepts helped children to use vocabulary such as more, less and equal. Older children discussed going shopping and how much money they spent, by adding the amounts they spent together. They accurately described shapes in their classroom environment and made visuals of them using a variety of materials.
- In science, children were building their knowledge about the world around them. Their performance in school assessments was in line with age and curriculum expectations. KG1 children had developed an appropriate vocabulary to support their descriptions of materials such as paper, plastic and metal. Older children used their senses to explore objects and learned how to sort and classify them. When they made and used simple musical instruments, children developed their vocabularies. They constructed sentences using words such as loud or soft. Although, children had begun to learn some scientific skills, there were insufficient opportunities for them to explore their environments independently. As a result, the broad range of expected age appropriate scientific skills, were not well developed.

Elementary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable ↓
Mathematics	Acceptable	Acceptable ↓
Science	Acceptable	Acceptable ↓

- In Islamic education, most students demonstrated a good knowledge of Islamic historical events and concepts, such as the importance of Jumaa (Friday) prayer, and the difference between Dhuher and Jumaa prayer. In Grade 4, most students had a good knowledge of the Holy Qur'an. Most students made good progress in applying what they had learned to their daily lives. They linked Islamic concepts to the Holy Qur'an and the Hadith. Holy Qur'an recitation skills were improving for the majority of students.
- In Arabic as a first language, students achieved well in internal assessments. Grade 5 students were reaching better than expected levels. They could read, understand and express their views confidently. However, a minority were unable to differentiate precisely between facts and opinions. Students made good progress in their reading and their writing. Their spelling was improving. The most able students wrote their own short stories and confidently presented them electronically. Students' progress over time was good.
- In Arabic as additional language, attainment levels and students' progress over time were good. Grade 2 students could recognize high frequency words and use them appropriately in short sentences. However, their listening skills were less secure. A minority of students were unable to respond quickly to their teachers' instructions. Students made adequate progress in their writing because of the support which they received. Their speaking skills were underdeveloped.
- Although, students' attainment and progress in English were below national and international benchmarks; in lessons and in students' workbooks standards achieved were in line with expectations. In the best lessons, the 'carousel' system enabled students to develop their language skills through speaking and listening. Students then evaluated vocabulary and grammar. However, this was inconsistently applied.
- Students in mathematics made acceptable progress in lessons and attained close to curriculum standards. Attainment in class was acceptable. Students showed a developing ability in solving mathematical problems, often working very effectively in small groups. They were able to work confidently in all four operations of numbers, and especially enjoyed gathering data to analyze and then displaying their findings in simple graphs. The level of challenge was inconsistent and this sometimes slowed their progress. Attainment over the past three years had shown a slow rate of improvement. Students with SEND made acceptable progress.
- In science, students' attainment levels were in line with curriculum standards. They conducted experiments, recorded results, and were able to discuss them with their classmates. Upper elementary phase students were able to expand on the experimental process, using the scientific method to hypothesize and make predictions. However, the most able students were insufficiently challenged.

Middle

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable ↓	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable ↓
Science	Good	Good

- In Islamic education, students' skills in Qur'anic recitation were developing well. Most had secure levels of understanding of the different features of Surahs revealed in Mecca and those revealed in Medina. Students knew the difference between Hadeeth Qudsi and Hadeeth Nabawi. They made good progress in learning Islamic manners and in understanding their value. Most knew how Muslims were rewarded by Allah for their good actions.
- Attainment in Arabic as a first language, was acceptable. Students in Grade 8 had good listening skills but their speaking skills in classical Arabic were underdeveloped, overall. A minority of students were unable to use some words in Arabic and so reverted to using English. Most students communicated with one another using colloquial expressions. They made acceptable progress in their reading and writing skills. Students' progress over time was not tracked effectively by teachers.
- In Arabic as an additional language, attainment levels in internal assessments, as well as progress over time, were acceptable. Their speaking skills were acceptable; they could take part in basic conversations about different professions, using some visual cues. Most students made adequate progress in their reading and understanding due to frequent one-to-one support.
- Students' progress in English was above expectations. However, their level of attainment was below national and international benchmarks. The use of analyzed Iowa results to inform curriculum planning and to identify clear starting points in student learning was not yet embedded sufficiently to support even more rapid student progress.
- In mathematics, students' attainment and progress were acceptable attainment and progress in lessons. Attainment over the past three years had improved towards meeting international standards. Students enjoyed working on in-depth exploration of multiplication, especially in problem-solving tasks. They showed increased confidence in mental mathematics and an improving ability to manipulate numbers and predict the outcomes of mathematical calculations. Students' progress in lessons was often limited due to a lack of challenge. The progress of students with SEND was acceptable.
- Students' attainment and progress measured against the science curriculum standards were good overall. Students showed an increasing development of knowledge, skills and understanding. They conducted experiments, recorded results, and were able to discuss these with their fellow students. The most able could expand on the experimental process, using the scientific method to hypothesize, construct appropriately controlled tests and measure outcomes. Most students were able to present their findings using graphs or tables.

High

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable ↓	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Good ↑	Good
Mathematics	Good	Good
Science	Acceptable ↓	Acceptable ↓

- In Islamic education, a majority of students demonstrated good levels of memorization of the Holy Qur'an. They had an increasing ability to apply Tajweed rules when reciting Surat Qaff. Most students had made significant progress in learning about good Muslims' manners, for example during praying time. They steadily improved their ability to use quotes from the Hadeeth and Qur'anic verses which they had learned in order to support their answers.
- Most students reached levels that were in line with expectations in their reading and writing. Their speaking skills were underdeveloped. They were not able to make proper comparisons between different texts. Their skills in spelling were developing, particularly because of dictation practice. However in Grade 9, students were only able to write very short sentences. They made adequate progress in their language skill development except for speaking. This was in the main, due to limited opportunities to speak in lessons.
- Students' attainment and progress in English were good. They were above both national and international benchmarks, and validated by results in the Iowa tests over the past three years. Students were eloquent, they could articulate their point of view to others and employ a range of technique to create a sense of empathy in their writing.
- In mathematics, students demonstrated numeracy skills that were above expected curriculum standards and international benchmarking expectations. Mathematical skills and the ability to look at problems from a variety of perspectives to find solutions, were well developed. Students were able to simplify square roots and convert complex numbers into square roots. Their understanding of the characteristics of quadratic functions included graphing quadratic equations and finding the axis of symmetry from these graphs.
- Students' attainment and progress in science, were acceptable. However, data for the past three years from Iowa tests indicated that attainment and progress were well below curriculum standards. Students were able to expand on the experimental process, using the scientific method to hypothesize, make predictions, and ultimately conduct independent investigations. Courses of study generally lacked rigour. Students' skills of experimentation required further development.

	KG	Elementary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable ↓	Good

- When provided with opportunities to take responsibility for their own learning, children in the KG phase and students in the high school phase displayed genuine enthusiasm. In the elementary and middle school phases, over-reliance on teacher directions restricted student independence. Inconsistent use of learning instructions and inconsistent evaluation of strengths and weaknesses in learning, resulted in slower student progress.
- Although, group work was regularly used to support learning, a narrow range of learning tasks were observed in most lessons. Opportunities for students to interact were limited. In lessons where teachers encouraged dialogue between students, students were able to provide mentoring, coaching and challenge to each other and communicated their learning clearly.
- Where learning was successful, students were able to make clear connections between different subjects and the world around them. In Grade 5, students used their scientific knowledge of space to extend their vocabulary in a literacy lesson. In many lessons, students were unable to make such connections. Opportunities to extend and deepen their thinking and learning were thereby restricted.
- When opportunities for research and independent learning were provided, students were keen to find things out for themselves using all available learning technologies. A lack of clear direction and identification of success criteria restricted critical thinking and problem-solving skills. Students did not analyze or evaluate the information they had gathered. This often led to inconsistent learning outcomes.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Outstanding

- Almost all students had positive, responsible attitudes towards their work and were keen to improve. They responded appropriately to feedback when it was provided.
- Students generally behaved appropriately. Younger students showed good social skills, they waited their turn to speak, listened to each other and willingly shared resources. Students' behavior around the school was orderly as they moved from class to class and during breaks.
- Relationships between students and their teachers were respectful and courteous. Students responded well to each other and showed consideration and care towards students with SEND.
- Most students had a good awareness of key aspects required for a healthy lifestyle. They enjoyed healthy food at break times and knew the benefits of eating fruits and vegetables. In all grades, students enthusiastically participated in sporting activities, including team games. All students benefited from health education programmes supported by the school nurses.
- High school students were aware of the need for regular attendance. This was demonstrated by the attendance figures for this phase; the average being 98%. Students from other phases attended regularly, although in the KG, children's absenteeism was high. Across the school a number of students regularly arrived late in the morning. This affected their school work, as they missed learning opportunities through their lack of punctuality.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Outstanding	Outstanding

- Overall students' understanding and appreciation of the impact of Islam, on life in contemporary Dubai was very well developed. Students recognised what was socially acceptable when dealing with others, as well as the need for behaving appropriately in public places.
- Middle and high school students fully respected and appreciated the Emirati heritage and culture. They knew about traditional "Yola" dancing and camel racing. However, the depth of knowledge of non-Emirati students was less developed, particularly in the KG phase. Plans were in place to provide all students with opportunities to participate in and learn about, the UAE heritage.
- Students' demonstrated a sharp awareness of their own cultures, particularly those in the senior phases of the school. Although, there were events to celebrate various cultures during International Day and when displaying the flags of different countries, children in KG and a minority of other students were not able to demonstrate an adequate understanding of other world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- When taking on key responsibilities, such as being members of the school council, students understood their roles and undertook them conscientiously. In most grades, the level of participation in voluntary activities was high. Students identified accurately the benefit of this involvement to the school and to the wider community. Such activities included supporting 'Dubai Cares' and the Zayed Humanitarian Foundation.
- Students welcomed opportunities to take the initiative and to make independent decisions. Middle school students who were working on an extended engineering design program, demonstrated creativity and a good work ethic. As a result, they were motivated to pursue scientific careers.
- Across the school, students enjoyed participating in schemes that promoted sustainability and conservation, in particular the 'Mirdif Private School Goes Green' initiative. Growing plants in recycled bottles and creating an edible garden reinforced their understanding of issues relating to conservation, sustainability, and healthy eating.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable ↓	Acceptable ↓	Good

- Teachers' subject knowledge was secure. They had an adequate understanding of how different groups of students' learned. Opportunities to extend and deepen students' learning were restricted.

- Subject and phase leaders provided detailed plans for lessons. These covered all aspects of the curriculum. At the beginning of lessons teachers did not provide students with clear learning expectations. Too often the stated objectives for each lesson were not matched to clear learning outcomes and improved levels of student attainment. This resulted in slower than expected student progress especially for those in the elementary and middle school phases.
- In the best lessons teachers used a variety of strategies which both challenged and engaged students. In a middle school phase science class, the teacher identified prior learning, enabled the students to work collaboratively toward measured criteria, and moved the learning on at regular intervals with challenging and thoughtful questioning. However, overall, purposeful teaching strategies and regular checks on students' progress by teachers were inconsistently applied.
- Students with SEND were generally well supported in their learning. Those with similar abilities were grouped together, and they rotated around the various tasks. However, the level of challenge was insufficient to enable each group to attain according to their abilities. In a few lessons, particularly in the KG phase, more able children made rapid progress when challenged by effective and careful questioning.
- Teachers provided opportunities for critical thinking, problem-solving and independent learning, particularly in the high school phase. In most lessons, learning was not extended sufficiently. Students did not develop a range of deep learning skills, including accurate evaluation and challenging questioning. When research projects were provided, they lacked the structure and necessary challenge for students to reach appropriate high level outcomes.
- In Arabic as a first language, teachers' subject knowledge was secure. However, teachers understanding of how different groups of students acquired language skills was less secure. Planning for differentiation was consistent in teachers' lesson plan across the school. However, teacher's implementation of these strategies was not always effective. The lack of challenge and the lack of development of higher-order thinking skills restricted opportunities for students to extend their speaking and writing in Arabic.
- In Arabic as an additional language, teachers had sufficient subject knowledge. Planning was effective and teachers generally addressed the needs of different groups of students. Teachers' interaction with students was good but questioning was direct and focused on vocabulary acquisition and simple sentences. In a few examples, the class activities did not match the targeted lesson objectives. There was little development of critical thinking, problem solving, innovation and independent learning skills.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- In English, mathematics, and science, there was lack of alignment between student's final examinations and their internal course grades.
- In English, mathematics and science, assessments were closely aligned with the schools chosen curricula. Students' took Iowa tests to enable the school to benchmark against international standards. The school did not conduct a full analysis of these results.
- Teachers rarely identified students' starting points during lessons. The use of written advice to evaluate success was not accurate or rigorous enough to measure students' progress.
- Centralized planning limited opportunities for assessment information to be used consistently in a way which supported different groups of students learning. In some classes, this resulted in a mismatch between work provided and the students' abilities.

- Teachers did not use weekly tracking effectively to provide targets for students. Although, they had adequate knowledge of their students' strengths and weaknesses, they did not use this knowledge to provide appropriate challenge. Marking was inconsistent and often limited to ticks. Students did not receive or provide feedback, which would have enabled them to adequately assess their own learning.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum had a clear rationale. It was broad, balanced, age-appropriate, relevant and effective for the development of knowledge, skills and understanding. It was aligned with and closely followed the school's authorized and licensed curriculum of CCSS and national statutory requirements.
- The curriculum was planned so that learning built well on students' previous achievements in all key subjects. It met the needs of most students. Students were well prepared for the next phase of education, within school and beyond.
- Curricular options provided students in Grade 9 with limited choices that developed some of their talents and interests. There was a greater degree of choice relating to projects within some courses.
- Cross-curricular links did not fully facilitate students' transfer of learning between different subjects.
- The school conducted regular reviews of the curriculum to ensure good provision in almost all subjects, and to meet the academic and personal development needs of most students. In Arabic, English, mathematics and science, resources had been extended to address students' needs.
- UAE social studies was taught as a distinct subject once a week, and it was integrated within the wider social studies curriculum. The UAE social studies program was well aligned with the MoE requirements and integrated well with the school curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The school successfully ensured that the curriculum was modified to meet the needs of almost all groups of students. Modifications to the curriculum focused on ensuring that required content was included and that complexity and challenge for students was increased.
- The curriculum offered a range of opportunities designed to motivate a broad range of students. Opportunities for enterprise, innovation, creativity and social contribution were provided in most curriculum areas. Students' participation in a wide variety of extra-curricular activities enhanced their academic and personal development.
- Appropriate learning experiences were integrated into most aspects of the curriculum to enable all students to develop a clear understanding of the values, culture and society of the UAE. Weekly discussions reflected Islamic values and culture.
- The school provided Arabic in the KG phase for 3 hours per week for all children. These lessons focused on spoken language, letter recognition and writing.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school had rigorously implemented child protection policies. Students and staff had received instruction on and understood the protocols of appropriate responses to instances of bullying and cyber-safety. Medical personnel were available at two offices. Health records were meticulously maintained. Security guards were present at key strategic points around the campus.
- The schools facilities were clean and very well-maintained. Playgrounds were appropriately supervised. There were security cameras throughout the buildings. Defibrillators and fire-protection equipment were readily available. Staff members had been identified and trained in their use.
- The school premises, outside play grounds and facilities were well maintained. Pool maintenance was outsourced but records were kept and scrutinized at regular intervals. Any incidents were appropriately recorded and followed up diligently.
- The school premises and facilities provided an excellent physical environment which had the capacity to meet the learning needs of all. Classroom furniture was suited to the sizes of the children in the KG phase. Projectors with computer links were available to enhance instruction.
- The school had been successful in promoting safe and healthy living. It ensured that they were given a high profile and influenced all aspects of school life.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- The school had created an atmosphere of courteous respect between staff and students. Students knew that good behaviour was an expectation of the school.
- The school had a policy to ensure the promotion of good attendance. However, this was less consistently applied in the KG phase.
- The leadership of the special needs program had been strengthened by the addition of an SEND coordinator. The identification of students and the evaluation of provision had improved as a result. IEP's were in place. The monitoring by the senior leadership team had yet to impact on curriculum modifications identified in students' plans.
- Communication between parents and the SEND team was acceptable and was a developing feature. Where communication with parents and support for students with SEND and for those with gifts and talents was good, it resulted in increased student progress.
- The counselling for different groups of students was underdeveloped, particularly in the higher grades. The facility to provide personal and academic guidance was in place. Careers guidance was yet to be provided.

How well did the school provide for students with special educational needs and disabilities. (SEND)

	Overall
The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable

- Leaders and governors effectively promoted an inclusive ethos, and had added extra professional and support staff. The actions of the recently-appointed SEND coordinator had not had sufficient time to impact on students' progress and achievements.
- A process of identification of students for whom support was required was in place. Parents were involved both with the identification process and with the design and review of the IEP's for their children.
- IEP's were reviewed every term with parents, and updated to suit students' needs.
- Curriculum modifications and teaching strategies were integrated into lesson planning and teaching. Expectations of learning and progress were not consistent or sufficiently high across the curriculum.
- Support was planned and linked to students' academic and social needs. However, it often restricted the development of the necessary range of personal and social skills.

6. Leadership and management

	Overall
The effectiveness of leadership	Acceptable ↓

- The schools senior leadership team's (SLT) vision for the school was broadly aligned with the educational priorities of Dubai and the UAE. The SLT were unsure of how to implement school improvement plans to ensure continuous improvement. Some local priorities were underdeveloped.
- The roles of SLT were well defined but not primarily focused on improvement. They had an unrealistic view of the attainment levels of their students and believed that the school's students were making better progress than the data revealed.
- Relationships between the SLT and all staff were professional. Most decisions were made at the SLT level. There was insufficient delegation to enable the development of leadership at all levels. The lack of consultation, when subject leaders developed lesson plans resulted in an absence of ownership and accountability for the effectiveness of teaching and learning. Teachers' commitment to the schools' vision was inconsistent.
- The SLT's inaccurate understanding of the levels of attainment and progress of students resulted in a lack of focus on planned, benchmarked school improvement. Leaders were aware of, but not focused on, the value of external assessment.
- The SLT were careful to ensure that the school's curriculum and practices were aligned with statutory and regulatory requirements. However, they had not been successful in developing a school culture of on-going improvement. Staff turnover was high. The impact of staff professional development was limited.

	Overall
School self-evaluation and improvement planning	Acceptable ↓
<ul style="list-style-type: none"> The SLT's views of the schools strengths and weaknesses were inaccurate and over inflated. They did not effectively analyze student progress data to inform themselves of the school's key priorities for improvement. The evaluation of the quality of teaching was not sufficiently accurate. Consequently, the SLT was not in a position to identify areas of strength and to effectively address areas of weakness through targeted staff professional development. Recommendations from the previous inspection report helped identify priorities for the school improvement plan. However, although the actions planned contained achievable and measureable goals, the impact of these actions was limited. There had been limited progress in addressing the recommendations for improvement contained in the previous report. Little evidence of critical thinking or problem solving was observed in lessons. Teachers were not consistently using external or internal assessment results to inform lesson planning and teaching. Some progress was noted in the establishment of the measurement of students' language skills against curriculum standards. 	




	Overall
Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> There was a strong partnership with parents. Parents were actively involved in shaping the school's priorities by their membership of the governing advisory group. Through this involvement, they felt that they were making a positive contribution to raising educational standards. A range of very effective communication strategies provided parents with the means to support their children's learning. These included 'Think Central', a computer program which provided information to support weekly assessments and homework. Parents quickly received information when particular circumstances arose, such as those relating to health, safety and care. Comprehensive and detailed reporting on students' academic, personal and social development was consistent across the school. The web portal was an exceptionally effective tool in conveying students' achievements, areas where they might improve and targets for their next steps in learning. Regular drop-in sessions for parents facilitated two-way communications. A strong sense of community had been engendered. Parents contributed at school by reading to children and by promoting local and national culture. School exhibitions and fundraising supported local charities and other enterprises. These partnership activities deepened students' understanding of their roles in the local and broader community. 	

	Overall
Governance	Acceptable ↓
<ul style="list-style-type: none"> The school's governing board comprised the owner of the school, the principal and one additional member. All decisions, both educational and financial, were made solely by the governing board. The chair's lack of involvement in educational decisions taken by the principal resulted in an absence of accountability for learning outcomes. A separate advisory board represented parents and students. The structure of the governing board limited opportunities for accountability. The monitoring and implementation of plans that improved educational outcomes were inconsistent, and sometimes ineffective. Recommendations from the previous inspection report served as priority goals for the school improvement plan. The actions taken to attend to these recommendations were immediate and contained achievable and measureable goals but they had limited positive impact on improving student learning outcomes. The members of the governing board had difficulty in defining and implementing a plan that established accountability for the performance of SLT. The board made resources available to enrich students' experience. However, the impact of their provision was not measured. The board did not evaluate the effectiveness of newly provided resources. 	

	Overall
Management, staffing, facilities and resources	Very good ↓
<ul style="list-style-type: none"> The day to day operations of the school ran very efficiently. The timetable was well planned. Teaching time was well protected from disruption. Classes started on time and used every moment of available time, which supported students' learning. Almost all staff were well qualified and placed into teaching and support roles appropriate to their educational and personal qualifications. Recent teacher vacancies had been filled rapidly. Not all new staff had received induction training. Teachers had a good range of continuous professional development, which was primarily focused on areas for improvement that were identified in the previous inspection report. The school grounds and premises provided a safe and stimulating environment for learning, and for extra-curricular activities and sports. Classrooms had adequate space to accommodate the students safely. Classroom furniture was of a high quality. The school was equipped with high-quality modern resources, including technology. Learning technology was available to all teachers and students. This enriched students' learning experiences and motivated and engaged them in learning. 	

The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	30
	2014-2015	77
Teachers 	55	
Students 	0	

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

- A very small number of parents participated in the survey. The majority of teachers responded. No students were eligible to complete a survey.
- Almost all parents felt that the school was providing a high quality of education for their children.
- They believed that the process of school inspection had a positive impact on school improvement in their school as well as across Dubai.
- Parents felt welcomed in the school and many had taken advantage of the opportunity to sit in the classroom with their children and observe a lesson being taught.
- The majority of teachers reported that the school was well run and that students received a high quality education.
- Teachers reported that decision making was reserved to the senior leadership team. They wanted more involvement in lesson planning and in developing innovation.

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