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

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Al Sadiq Islamic English School

Celebrating 10 years of inspections

AL SADIQ ISLAMIC ENGLISH SCHOOL

UK CURRICULUM

Contents

School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	http://www.alsadiqschool.com/
Telephone	04-263-4083
Address	Al Qusais 2 P.O. BOX 16196
Principal	Tajammul A. M.
Principal - Date appointed	10/11/2005
Language of instruction	English
Inspection dates	09 to 12 October 2017

Students

Gender of students	Boys and girls
Age range	3-16
Grades or year groups	FS 1 - Year 11
Number of students on roll	2072
Number of children in pre-foundation	0
Number of Emirati students	42
Number of students with SEND	111
Largest nationality group of students	Indian

Teachers / Support staff

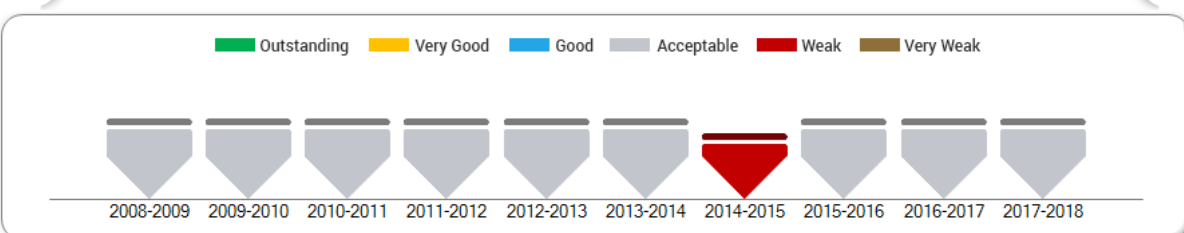|	
Number of teachers	145
Largest nationality group of teachers	Indian
Number of teaching assistants	13
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	22%

Curriculum

Educational permit / Licence	Indian
Main curriculum	UK / IGCSE
External tests and examinations	CIE
Accreditation	CIE
National Agenda benchmark tests	IBT, ISA

School Journey for Al Sadiq Islamic English School

Outstanding · Very Good · Good · Acceptable · Weak · Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Weak	Acceptable	Acceptable	Acceptable

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 Sadiq Islamic English School was inspected by the DSIB from 09 to 12 October 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

School leaders share a clear sense of purpose in achieving the National and Emirate of Dubai's objectives. Leaders are thoughtful, but are not sufficiently dynamic and creative when developing ideas that support the vision of the school. They have not yet secured the necessary improvements identified with regard to learning, teaching and attainment in the Foundation Stage (FS) and Primary years. Relationships and communication are professional and effective. The morale in the school is very positive.

Students' achievement

Attainment and progress have declined in science in the foundation and are now acceptable. Attainment and progress remains good in English, mathematics and science in the secondary. Students, especially girls, make good progress in Islamic education in the secondary. Although students work well collaboratively, there are too few opportunities for them to think critically or undertake detailed analysis.

Students' personal and social development, and their innovation skills

Students work hard and have high aspirations and know what is required to achieve their academic and career goals. They are sensible, caring and willingly provide help to their peers. They are beginning to acquire key skills that allow them to make informed decisions and think innovatively. Many students confidently contributed to projects such as hydroponic farming, planting and wastewater recycling.

Teaching and assessment

Teaching is best in the secondary classes. The assessment of learning is acceptable throughout the school. Whilst elements of the assessment processes are improving, school leaders and teachers do not use the data effectively to adapt the curriculum to meet the needs of different groups of students. The quality of oral and written feedback to students is now helping them to self-assess and plan their next steps in learning.

Curriculum

The curriculum is good in the FS and acceptable in the Primary and Secondary years, where it is more knowledge based. The curriculum does not adequately meet the needs of all students, although the introduction of cross-curricular links in the core subjects provides choice and transferrable skills. The introduction of UAE Social studies and Moral education contribute positively to students' personal and academic development.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are good in the FS and acceptable elsewhere. Staff members successfully support student's emotional well-being and encourage sensible lifestyle decisions. Students receive helpful advice and support when considering their future career pathways. Support for students who have difficulty in learning is strengthened by the addition of extra staff members. The provision for more able and talented students is developing.

What the school does best

- Students make good progress in Islamic education in the secondary years, and in Arabic as a first language in the primary. Students in the secondary years continue to show good attainment and progress learning English, mathematics and science.

- Students demonstrate very positive attitudes, a strong sense of community, the capacity to innovate and commitment to environmental responsibility.

- Students take pride in the UAE's culture and show strong Islamic values.

Key recommendations

- School leaders and all teachers should analyse the results of the CAT4 assessments and enable subject teachers to personalise their planning and set appropriate individual and group targets in each subject.

- Improve the quality of teaching in the Foundation Stage and primary classes to provide more opportunities for children to learn independently and thus improve their learning skills.

- Ensure that a range of teaching strategies are used throughout the school to provide opportunities for students to think critically and become proficient in problem solving.

- Leaders should use the analysis of assessment results to identify professional development needs of teachers and match the training accordingly.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good
Science	Attainment	Acceptable ⬇	Acceptable	Good
	Progress	Acceptable ⬇	Acceptable	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Acceptable ⬇	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable
Care and support	Good	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good ⬆
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 (NAP), 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 school's progress in meeting the the National Agenda Parameter targets:

- Students' attainment in science and English it is above expectations, but in mathematics it meets expectations.

- The school meets the registration requirements for the N.A.P.

- Governors and school leaders are committed to the National Agenda. Their action plan lacks the detail of how data analysis will be used to improve performance.

- The school is relatively successful in its analysis of attainment data but the understanding of how to use the CAT4 results is less well developed.

- Department heads are modifying their respective curricula so that they more closely match the skill requirements of the new TIMSS and PISA tests.

- Adjustments made to teaching strategies are evident in some lessons, but not all. These have positive effects upon students' learning, particularly when there are probing questions and discussions.

- Students are becoming more responsible for their own learning as they are increasingly analysing and interpreting data and texts. Their use of information and communication technology (ICT) for research is uncommon.

Overall, the school's provision for achieving National Agenda targets meets 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: i) Governance and Leadership; ii) Learning and Intervention; iii) Personalisation.

- Academic leaders and governors are aware of the large majority of Emiratis' oral and reading skills in English. Tracking their progress by internal summative assessments, plus a 'reading for fluency' scheme are supporting almost all Emirati students improve. The analysis of data for Emirati students is done by subject leaders and discussed monthly at an academic board meeting. Discrepancies between subjects are discussed.

- Leaders are developing an understanding of how to use the assessment information. Some teachers are less skilled and so are unable to accurately plan for students' progress. For example, they do not have sufficient understanding of how non-verbal reasoning scores can show the potential of a candidate who did less well on a verbal reasoning test. There are no activities to improve students' verbal reasoning. There is limited curriculum adaptation beyond reading intervention.

- Reading intervention is offered to lower ability students. Most students improve by immersion in the language during their first year. The higher ability students are fewer in number and do not have personalised programmes.

The school's provision for Emirati students' achievements is below expectations.

Moral Education

- The curriculum follows the requirements of the UAE's Moral Education Programme learning outcomes. It is integrated appropriately with the curriculum framework, and effectively engages parents and teachers.

- Teachers have secure subject knowledge. They use supplementary resources to make lessons more personalised and engaging.

- Students actively collaborate together to explore the concepts of moral education and apply their understanding to personal, local and global contexts.

- Students' learning in the programme is assessed. It takes account of how students feel, think and act and is reported to parents as part of students' personal and social outcomes.

The school's implementation of the UAE's moral education programme is well developed

Social Studies

- The social studies curriculum follows the requirements of the UAE's learning outcomes. It is broad, and balanced focusing on both knowledge and skills with meaningful curricular links.

- Teachers are insecure in their knowledge and pedagogical skills. They do not consistently provide environments that engage, challenge and develop students' higher order thinking skills.

- When given the opportunity, students work productively to do basic research and make valid connections to their real world.

- Assessments in UAE social studies are coherent and consistent providing valid measures of students' progress and informing curriculum planning in order to meet the needs of all groups of students.

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

Innovation in Education

- There were no significant examples of critical thinking, problem solving or other skills of innovation observed.

- Students have a positive work ethic and endeavour to complete all tasks asked of them. Senior students use learning technologies during Wednesday's and Thursday's lessons.

- Teachers are inconsistent in their focus on developing students' critical thinking skills and at times, class discussions do not provide adequate scope for critical or innovative thinking.

- The curriculum provides a few opportunities for a small number of students to develop innovation skills, for example, through their involvement in 'Taqaddam' and their successful 'Film Making'.

- School leaders do not understand how to undertake imaginative planning in order to ensure innovation is implemented in lessons or make it an integral part of school life.

Overall, the school's promotion of a culture of innovation is under-developed.

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good

- Students' attainment is in line with the curriculum standards. Their progress in relation to their starting points is acceptable in the primary years, while it is good in the secondary phase. This is due to a better quality of teaching in the girl's section.

- Students have age related knowledge of the pillars of Islam and faith. In addition, they have appropriate understanding of Seerah, Hadeeth, Islamic values and morals. They are progressing well in developing Islamic concepts and etiquettes, but are less successful in their recitations and understanding of the Holy Qur'an verses.

- Students' understanding of Hadeeth and Islamic etiquettes is improving, as are their memorization and recitation skills. Understanding of the Islamic law and Pillars of Islam, in particular, and prayer, are also improving.

For development
- Develop students' understanding of Islamic history and Figh, especially in the secondary boys' section.

Arabic as a first language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
📖	Progress	Not applicable	Good	Acceptable

- As in the previous inspection, students' attainment is acceptable in the primary and secondary years and their progress is faster in the primary, where it is good.

- Students are stronger in developing their speaking and listening skills, while their reading and writing skills are less well developed. Opportunities to increase the range of writing and enable students to reflect on how to improve are too limited.

- Students have limited opportunities to develop their critical thinking, problem solving, research and technology skills, especially in the secondary phase.

For development

- Develop higher order reading skills in all phases.

Arabic as an additional language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
📖	Progress	Not applicable	Acceptable	Acceptable

- Lessons observations and reviews of students' recent work in the primary and middle phases confirm that their attainment is acceptable. Their progress is acceptable in relation to their starting points.

- Girls' attainment and progress are slightly better than those of the boys.

- Students' listening skills are strongest across phases, while their speaking is limited to short conversations because of the lack of opportunities to speak at length. Their reading of familiar texts is adequate, but their writing skills are developing too slowly due to a lack of challenge.

For development

- Provide more opportunities for students to speak and write independently.

English		Foundation Stage	Primary	Secondary
	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good

- The children's attainment is good in the FS. Older students acquire literacy skills above the curriculum standards and their progress is good in relation to their assessed starting points. In the primary classes students' progress slows and their attainment is only acceptable. Progress accelerates in the secondary years and students perform well in the IGCSE examinations.

- In FS classes, reading and independent writing skills are still emerging but communication skills are stronger. Students in other phases communicate well orally, with increasing fluency. Primary students have acceptable writing skills. Reading for understanding and lexical development in primary years are less strong, but in secondary years, students' creative writing and critical thinking skills are developing well.

- Emerging skill-based learning from the FS onwards is contributing to increased student independence and collaborative learning. By the end of the secondary years, most students have reached a good level of English proficiency.

For development

- Provide opportunities for critical thinking in all phases, including Foundation Stage to encourage responsibility and autonomy in learning.

Mathematics		Foundation Stage	Primary	Secondary
	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good

- Students' attainment and progress are good in the FS and acceptable in the primary phase. Students in the secondary years benefit from more challenging experiences and opportunities for independent learning.

- A particular strength of the subject is the focus on the application of skills to the real world. Teaching is not always matched to the needs of individuals and groups of students. In the better lessons students respond well to practical mathematics.

- There is a close focus on the development of mathematical skills and how the students recognise operations from word problems and this has most impact in the secondary phase.

For development

- Provide more opportunities for independent learning, particularly in the primary phase, making lessons less teacher centred and more student oriented.

Science		Foundation Stage	Primary	Secondary
	Attainment	Acceptable ⬇	Acceptable .	Good .
	Progress	Acceptable ⬇	Acceptable .	Good .

- Students in the Secondary classes show better attainment and progress than in the other phases. Students' attainment in the Primary classes does not meet international standards. Students perform better in life sciences, but their attainment is acceptable overall.

- Students in the primary years have only superficial understanding of scientific concepts and have insufficient exposure to critical thinking. Consequently their attainment and progress is restricted

- The lack of opportunities for primary students to develop their scientific skills is not securing the necessary improvements to enable them to improve achievement.

For development

- Plan the progressive development of scientific skills systematically from the FS upwards.

	Foundation Stage	Primary	Secondary
Learning Skills	Good .	Acceptable .	Good .

- Students show positive attitudes, are articulate, communicate with considerable ease and work productively in groups during teacher directed activities. Secondary students are more focused and engaged in their lessons. Children in the FS take opportunities to collaborate in hands on activities.

- Students are engaged in a number of interesting projects and field activities. Whilst students have opportunities to apply, investigate, and draw conclusions, their enquiry, critical thinking and independent learning skills are underdeveloped. Opportunities for students to conduct research and use technology for learning are slowly developing.

- The use of technology in the classes is promoted, but it is limited to basic applications. In a large minority of lessons students take responsibility for learning by defining their learning objectives, setting and evaluating their targets. Nevertheless, these targets lack challenge for high ability students.

For development

- Provide more opportunities for students to develop their innovation, enterprise, enquiry and critical thinking skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Secondary students behave very well and are self-disciplined. Children in the FS and primary aged students behave well and are disciplined whenever they are under teacher supervision.

- Across all phases, students have respectful relationships with their teachers and each other. Their attitudes towards learning are positive, they respond well to feedback and provide help to their peers willingly. They are generally punctual and maintain a very good rate of attendance.

- Students are aware of healthy life styles. However, they are not always able to make healthy food choices during breaks.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students' awareness of Islamic values and their own culture are strong throughout the school. Their understanding of the main features of the UAE's culture and their own culture is clear. However, their understanding of world-wide cultures is developing but is better in the secondary phase.

- In all phases students have a strong appreciation and respect for Islamic values and their effects upon themselves and modern life in Dubai. They proudly talk about their own heritage and how this is integrating with modern life.

- As a result of promoting strong links with the UAE's life and culture within the curriculum, the students develop their understanding of Emirati life and its features. However they lack deeper understanding of it and world-wide cultures.

Social responsibility and innovation skills	Foundation Stage	Primary	Secondary
	Good	Good	Good

- Students are aware of the need to work hard. They have high aspirations and know what is required to achieve their academic and career goals.

- They acquire the key skills to make informed decisions and confidently contribute to projects and other activities.

- Students are highly involved in environmental awareness projects, such as hydroponic farming, planting and wastewater recycling.

For development

- Develop students understanding of Emirati life and its features, whilst encouraging a deeper understanding of other world cultures.

3. Teaching and assessment

Teaching for effective learning	Foundation Stage	Primary	Secondary
	Acceptable ⬇	Acceptable	Good

- Most teachers demonstrate secure subject knowledge. Teachers in the FS demonstrate their awareness about how students learn by using strategies to suit learning styles. Teaching is better in secondary classes than in the primary classes, as a result of effective questioning and debates.

- Most lessons are activity based and attempt to develop subject specific skills in students. In a minority of lessons, differentiation is based on students' abilities. Lessons are purposeful, in appropriate learning environments with effective use of time and resources becoming more effective as students move up the grades.

- Detailed lesson plans are prepared which mention students with different abilities, but effective differentiation of tasks is not consistently evident across the school. Teaching in the primary classes is less effective than in secondary classes.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable ⬇	Acceptable	Acceptable

- The assessment of learning is acceptable across all three phases. Assessment results are not used effectively to adapt the curriculum to meet the needs of different groups of students.

- The school is not making effective use of attainment data to monitor and improve the progress of students. Their use of CAT4 data to identify learning needs and styles is under-developed.

- Elements of the assessment process are improving. The quality of written feedback to students is developmental and students are more involved in their own self -assessments through the setting of targets and next steps for learning.

For development

- Use the CAT4 assessment results to personalise lesson planning and thus meet the needs of all groups of students.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable

- In FS the curriculum develops both knowledge and skills. It is acceptable in the primary and secondary phases, where it is more knowledge based. The introduction of more skill based learning is in its early stages of developmental.

- The curriculum does not always meet the needs of all students, but is developing a range of curricular options, cross-curricular, choices and opportunities to develop more transferrable skills. The curriculum does not provide adequate use of technologies within the classrooms to encourage research.

- The introduction of the social studies and moral education is contributing to students' personal and academic development. The curriculum is reviewed regularly to ensure that it remains relevant to students' needs.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable ⬇	Acceptable	Acceptable

- Curriculum modification to meet the needs of all groups of students is not yet good. Whilst there is some evidence in lesson plans of the intention to differentiate tasks, there is limited evidence of this happening in practice, particularly in the Foundation Stage.

- Opportunities within the curriculum for enterprise and innovation are not firmly embedded, although numerous projects and extra-curricular activities encourage a minority of students to develop a culture of enterprise and higher order thinking.

- Understanding of the UAE's culture and society is good in all phases of the school due to integration within different subjects. This aspect of the curriculum is developing well.

For development

- Plan for, and implement the use of technologies in all phases, but particularly in the secondary phase, to support research projects.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable

- The protection, care, guidance and support of students are good in the FS and acceptable in other phases. Supervision of students within the school is effective, but there are dangers when students arrive before the school is open, because they are unsupervised.

- Advice to parents, coordinated by the medical team, improves students' eating habits. Older students have appropriate lectures from the police and parents about safety. This heightens students' awareness of anti-social behaviour in the community and encourages sensible lifestyle decisions.

- The building is accessible for those with physical difficulties. All school activities are assessed for risks to keep students safe. The outdoor play area is uneven and in need of attention to avoid injuries to students who use it for sports.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- Attendance at local career fairs and talks given by parents provide advice and support for students considering their future career pathways. In FS care for students' emotional well-being is stronger than in other phases.

- Regular attendance and punctuality is successfully promoted across all phases. New procedures to identify and support students who have difficulties in learning are strengthened by additional staffing. Provision for the more able and talented students is developing.

- There is a small amount of personalised learning for a few students to support development of their literacy and numeracy skills. There is inconsistency in the quality of support provided in classes, which results in slower progress by a minority of students.

For development

- Implement the inclusion policy consistently, so that personalised plans help teachers meet the needs of the most able students and those who have difficulties in learning.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable

- The school has appointed a governor of inclusive education, and an inclusion champion. The governor has an advisory, not a monitoring role. The Inclusive Education Improvement Plan is not sufficiently focused on the improvement of provision and student outcomes.

- Students experiencing difficulties with reading and numeracy are not systematically identified using data. As a result 1.1 support is inaccurately targeted and lacks effectiveness.

- Parents are fully involved in reviewing their children's well-being, academic progress and the planning of next steps. Parents are forthcoming in suggesting improvements to match class work to students' different needs.

- The few assistants in the FS and primary phases contribute more as behaviour modifiers. Teachers do not enable assistants to assess academic and social progress. Their observational skills and understanding of how children learn are underdeveloped and they do not contribute to assessment or task modification.

- The IEPs do not have measurable targets and the strategies given are too general and based on long-term, all-round improvement. Teachers do not set smart targets in their area based on identified weakness. Curriculum modification is not systematic, nor effective.

- Students' progress and outcomes are not measured either generally in lessons or specifically for individuals.

For development
- Provide training for assistants to support the assessment of children's needs and modify tasks to match them.

- Provide, implement and monitor the effectiveness of measurable targets identified in IEPs

6. Leadership and management

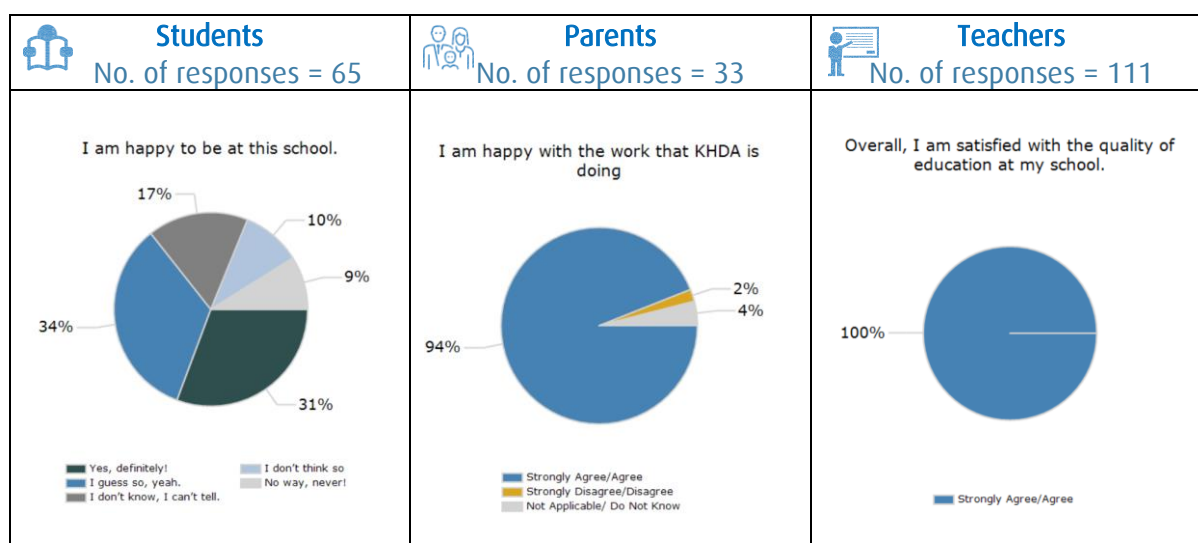|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good ⬆
Management, staffing, facilities and resources	Acceptable

- School leaders share a clear sense of purpose in achieving both National and Emirate of Dubai objectives. Leaders are thoughtful, but are not sufficiently creative when developing the vision of the school. Relationships and communication are professional and effective. The morale in the school is positive.

- The evaluation of school's performance is acceptable. Most of the recommendations of the previous report have been addressed either in full or partially. Senior leaders monitor teaching and learning, but do not focus sufficiently on their effects upon students' achievements. Assessment data is not used rigorously or analysed sufficiently to inform improvement planning.

- Almost all parents think that they are fully involved in the life of the school. Communication between the school and parents is highly effective. Parents are represented on the board and are aware of recent developments. Reports are informative and contain helpful advice on to advance their children's development.

- Members of the governing body include representatives from the owners, the parent council, educationalists, businesses and teachers. Governors are kept well informed through regular reports about all aspects of the work of the school. Individual governors are involved in monitoring aspects of the work of the school, such a SEND, health and safety and innovation.

- The day-to-day organisation of the school is well organised. Most teachers are suitably qualified and deployed to teach their subjects. Whilst teachers participate in continuing professional development they are not yet sufficiently skilled in using assessment information and external benchmarks. Students lack full access to learning technologies and a wider range of English novels.

For development

- Ensure that all teachers are fully trained and skilled in the systematic analysis and use of data to inform school improvement priorities, curriculum modifications and adjustments to teaching.

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 No. of responses = 65	Parents No. of responses = 33	Teachers No. of responses = 111
I am happy to be at this school.	I am happy with the work that KHDA is doing	Overall, I am satisfied with the quality of education at my school.
17% 10% 9% 34% 31%	2% 4% 94%	100%
■ Yes, definitely! ■ I don't think so ■ I guess so, yeah. ■ No way, never! ■ I don't know, I can't tell.	■ Strongly Agree/Agree ■ Strongly Disagree/Disagree ■ Not Applicable/ Do Not Know	■ Strongly Agree/Agree

	Students	Most of the students who responded indicated they were happy with most aspects of the education provided. Almost one fifth believed that teachers did not listen to their views and that there was a lack of extra-curricular activities and careers guidance. A few expressed the view that future inspections should be unannounced, as this would give a more realistic view of the quality of teaching and learning.
	Parents	Almost all parents who responded were very pleased with the education provided by the school. They welcomed the introduction of Moral Education into the curriculum. A small number reported that teachers did not listen to the views of students and that there were insufficient extra-curricular activities and careers guidance for students.
	Teachers	Almost all teachers who responded indicated that they were very happy to work in the school and that relationships between teachers and students were very good.

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