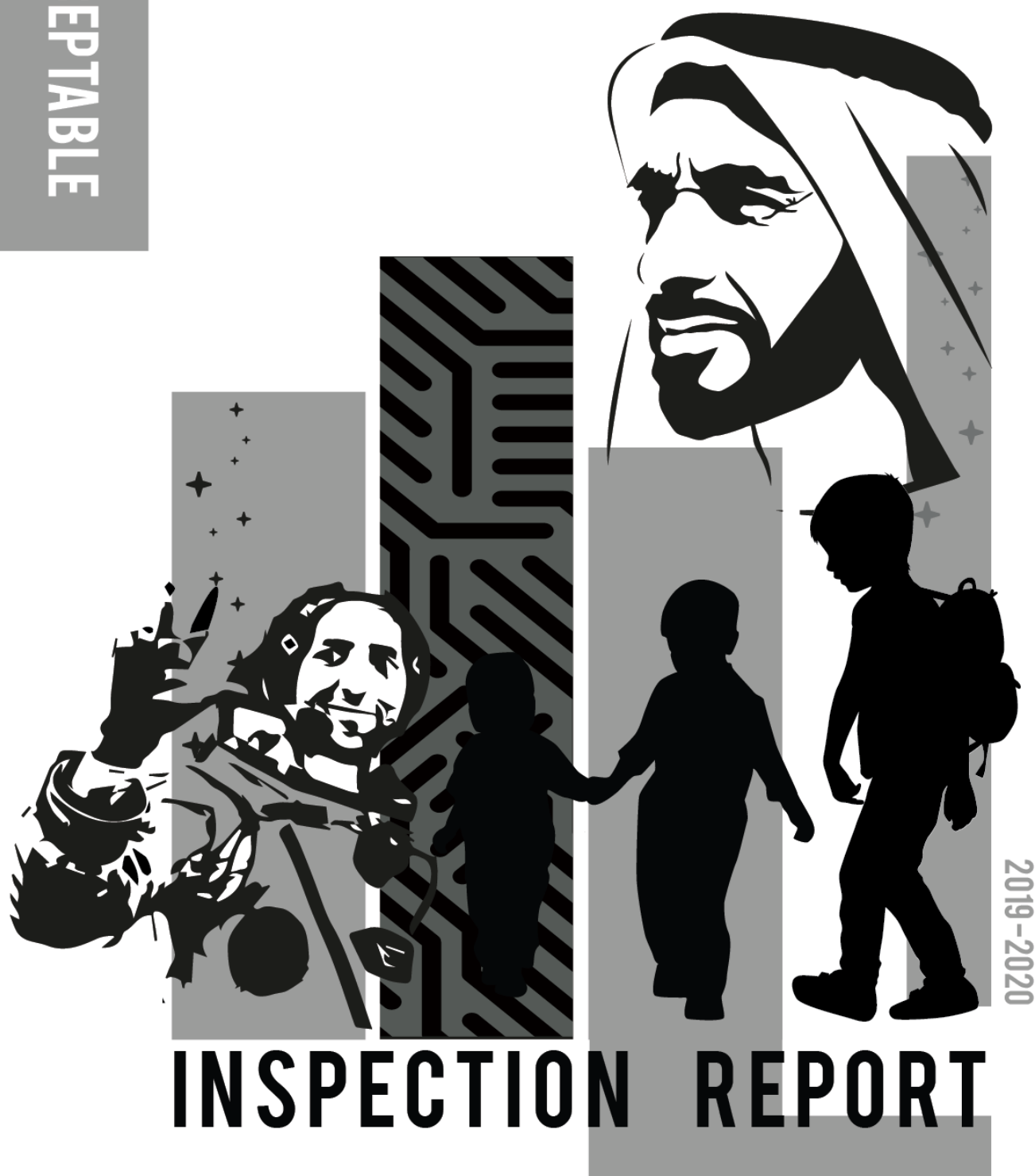


ACCEPTABLE





























2019-2020

PAKISTANI CURRICULUM

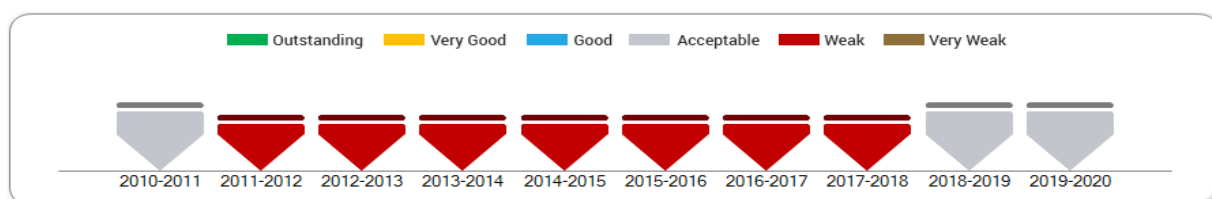
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School Information

General Information		Location	Al Qusais
		Opening year of School	1995
		Website	www.sramps.ae
		Telephone	971042988303
		Principal	Ms. Aisha Nasim
		Principal - Date appointed	10/1/2019
		Language of Instruction	English
		Inspection Dates	04 to 07 November 2019
Students		Gender of students	Boys and girls
		Age range	4 to 18
		Grades or year groups	KG 1 to Grade 12
		Number of students on roll	1255
		Number of Emirati students	0
		Number of students of determination	26
		Largest nationality group of students	Pakistani
Teachers		Number of teachers	84
		Largest nationality group of teachers	Pakistan
		Number of teaching assistants	8
		Teacher-student ratio	1:15
		Number of guidance counsellors	2
		Teacher turnover	18%
Curriculum		Educational Permit/ License	Pakistani
		Main Curriculum	Pakistani
		External Tests and Examinations	Federal Board of Intermediate and Secondary Education (FBISE)
		Accreditation	FBISE
		National Agenda Benchmark Tests	ISA, CAT4

School Journey for H. H. SHAIKH RASHID AL MAKTOUM PAKISTANI SCHOOL-DUBAI (ENGLISH LANG)



Summary of Inspection Findings 2019-2020

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

Students Outcomes

- Attainment and progress in English, mathematics and science are acceptable, as is attainment in UAE social studies. In Islamic education, attainment is acceptable and, in the primary and middle phases, progress is also acceptable. In the high phase, progress is good. Attainment in Arabic as an additional language is weak and so is progress in the primary and high phases. Progress in the middle phase is acceptable. Students' learning skills are acceptable across the school.
- Personal development is good in the Kindergarten (KG), primary and middle phases, and very good in the high phase. Most children and students have positive attitudes to learning and a good appreciation of how Islamic values influence UAE society. Their environmental awareness is increasing in all phases. Older students show a good sense of social responsibility. Opportunities for students to develop and apply their innovation and entrepreneurial skills are limited.

Provision for learners

- Although teachers' subject knowledge is generally adequate, not all have a secure understanding of how their subject should be taught. In many lessons the work is too easy. Children in KG do not have enough opportunities to find things out for themselves. Teachers use questioning to probe students' understanding and to develop their critical reasoning skills in only a few lessons.
- The curriculum has a clear rationale and is closely aligned to the Pakistani Federal Board of Intermediate and Secondary Education (FBISE) requirements. It is mostly based on the acquisition of knowledge, with some skills development. The curriculum is insufficiently resourced to facilitate adaptations to suit students' varying abilities and interests. Modifications to meet the needs of all groups of students, particularly students of determination and higher achievers, do not feature in most lessons.
- The school's policies and procedures for guiding students' safety and welfare are understood by students, teachers and parents. The school premises are safe, but not well maintained. Systems for checking students' attendance and for following up unexplained absence lack rigour. The care and support for children in KG helps them to settle into school. Academic and career guidance for older students is underdeveloped.

Leadership and management

- The recently-appointed principal is committed to providing students with the best possible education. However, the effectiveness of leadership at all levels is inconsistent. Self-evaluation is not based on the systematic analysis of information on students' performance. The school has strong and supportive relationships with parents. Governors lack the skills needed to fulfil their roles as critical friends. Several aspects of the accommodation are not fit for purpose. Resources are inadequate.

The Best Features of The School:

- Students' good personal development and their understanding of Islamic values
- Older students' good sense of social responsibility and the contributions they make to the school as a whole
- The good partnerships with parents and the service which the school provides to the community








Key Recommendations:

- Improve the effectiveness of leadership, at all levels, by ensuring that all staff with leadership responsibilities understand what constitutes high-quality teaching, and have the skills to monitor and evaluate accurately the impact of teaching on students' learning and progress.
- As a matter of urgency, make improvements to the school library, to the provision of furniture in classrooms and to resources for learning.
- Ensure that governors have the knowledge and skills needed to challenge and hold leaders to account for the school's performance.
- Raise attainment and progress in all subjects and phases by ensuring that teachers:
 - clearly understand what constitutes effective teaching and learning, and work systematically to achieve this in their daily lessons
 - make full use of assessment information to plan interesting, stimulating and appropriately challenging work that is matched to students' ability levels in all lessons
 - make regular checks of students' progress to identify and quickly close gaps in their learning.
- Appoint an inclusion leader, and improve the identification and support provided for students of determination, and for those with particular gifts and talents, so that all can maximise their potential.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Acceptable	Weak
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	Acceptable			

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Weak ↓	Weak ↓	Weak ↓

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

School's Progression in International Assessments

is below expectations.

- International assessment information shows that the school did not meet its Programme for International Student Assessment (PISA) targets in 2015 in reading and in science, but did achieve the target in mathematics. The 2017 PISA Based Test for Schools (PBTS) indicated some improvement in mathematics and science, but a decrease in reading. The 2015 Trends in International Mathematics and Science Study (TIMSS) targets were missed in science and mathematics in Grade 4. In Grade 8, the science target was missed, but the mathematics target was achieved. When comparing National Agenda Parameter scores with measures of students' cognitive abilities (CAT4), there are significant negative gaps for students in all key subjects.

Impact of Leadership

is approaching expectations.

- School leaders support the vision of the National Agenda. They are responding to the significant disparity between internal curriculum-based assessments and the outcomes of international benchmark tests. They are analysing assessment information in more detail, and have begun to modify the curriculum to narrow attainment gaps. Assessment information is being used well to adapt teaching in mathematics, but less so in other subjects.

Impact of Learning

is below expectations.

- In all phases, including KG, children and students have limited opportunities to develop and apply enquiry and critical thinking skills. While there are occasional examples of good practice in secondary science, opportunities to engage in investigations are rare. Teaching approaches in English in the secondary phase offer few opportunities for girls to apply their learning skills.

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

For development:

- Ensure that, in all subjects, teachers make full use of the results of international benchmark tests and measures of cognitive abilities to adapt learning to meet the needs of all students.
- Increase opportunities for independent research, real-world investigations and the development of critical thinking.

Moral Education

- The provision for moral education meets requirements through an integrated approach, in addition to stand-alone lessons. The curriculum is enhanced by links between subjects.
- The use of the required textbooks, supplemented by additional materials, engages students well in lessons. Teachers' questioning does not always promote the thoughtfulness and discussion that enhance students' learning skills.
- Assessments are supplemented by portfolios of students' work. However, teachers do not make enough use of this information to guide learning. Report cards for parents do not include reference to students' progress in moral education.

The school's implementation of moral education is **below expectations**.

For development:

- Use all appropriate assessment information to guide students' learning.
- Ensure that reports to parents include reference to students' attainment and progress in moral education.

Reading Across the Curriculum

- Literacy and reading levels are appropriate to children's and students' ages in KG and the primary stage. While teachers keep a record of the development of these skills, new entrants are less well assessed and tracked.
- In KG, the development of children's understanding of letters and sounds helps them to read unfamiliar words. However, in the later phases, there is little evidence that teachers develop students' reading comprehension in line with their needs.
- The school understands the priority of reading, but has few trained teachers to support its development. Students value reading, but there are few resources appropriate to the different ages to encourage them.
- The reading policy is not fully implemented. Students do not learn vocabulary specific to different subjects, nor do they use context when reading for meaning. There are no reading coaches.

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

For development:

- Train teachers to plan and teach age-appropriate reading skills in all lessons, and check the impact on students' reading levels so that achievement in all subjects can improve.
- Assess students' reading competencies in each phase, and eliminate gaps between those of boys and girls.

Innovation

- Opportunities for students to adopt different approaches to learning, to carry out research and to use technology to extend their work creatively, are underdeveloped.
- Students are responsive to the needs of others, both in their own school and beyond, as shown in their recent fund-raising for Syrian refugees.
- Teaching is rarely innovative. Effective collaborative learning and the development of critical thinking are restricted to a few lessons in the secondary phase.
- Some attention is being paid, through curriculum adaptation, to increasing students' engagement in lessons, but this is at an early stage of development.
- Leaders, at all levels, are beginning to translate their enthusiastic ambition into the promotion of a broad range of innovative teaching and learning practices.

The school's promotion of a culture of innovation is **emerging**.

For development:

- Improve the range of opportunities for students to explore innovative approaches to their learning, especially through the use of investigations and modern technology.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Good

- Most students have an adequate level of knowledge of the five Pillars of Islam. Although students make steady progress in all phases, progress is more rapid in their understanding of Islamic manners. Students' written work in the higher grades shows particularly good progress.
- Students in the primary phase can explain the rewards of fasting and prayer. The recitation skills of boys in the middle and high phases are improving. Girls are more able than boys to explain the rationale underlying Islamic laws.
- Students show significant improvement in their ability to discuss Islamic concepts in relation to everyday life. Good progress in the high phase is not reflected in higher attainment, because teachers' expectations are not always as high as they should be. Students have few opportunities to develop critical thinking.

For development:

- Raise teachers' expectations of what students can achieve, and provide more opportunities for students to develop and apply their critical thinking skills.

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Weak	Acceptable	Weak

- Across all phases, students' speaking and reading skills are better developed than their skills of listening and writing. They read accurately, but often without full understanding. Their ability to engage in conversations is adversely affected by limited vocabulary.
- The matching of work to students' attainment levels is developing. However, in most classes there are wide differences in the number of years that students have been learning Arabic. This makes the implementation of lesson plans less effective than intended.
- Although there have been some changes to teaching, the rate of students' progress is similar to that indicated in the previous inspection report. Teachers' expectations of what students can achieve are low.

For development:

- Improve students' progress and attainment by ensuring that teachers' expectations are raised, and that appropriate attention is given to the development of all four language skills in meaningful contexts.

English

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Although both internal and external assessment information shows the attainment of secondary students to be above curriculum standards, this is not apparent in lessons or in students' work. Inspection evidence shows that a large majority of boys do not perform as well as girls.
- Most students use more sophisticated vocabulary when speaking than when writing. They have limited experience of editing and improving their work. Reading accuracy is developing well, but expression and fluency when reading aloud are weaker elements.
- When speaking on topics that interest them, students can generally debate with conviction and at length. Activities to develop speaking skills are not always appropriate or challenging. Most students, particularly girls, can carry out research and go beyond the textbook when given the opportunity to do so.

For development:

- Provide more opportunities for older students to write about topics of interest to them, so that the quality of their writing matches their speaking skills.
- Encourage students to edit their writing, using advice and comments from teachers' marking and peer review.

Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Throughout the school, children and students acquire acceptable levels of mathematical concepts and skills. A small number, in all phases, achieve beyond expectations, but some do not do as well as they should. Students are prepared for external examinations and perform adequately in these.
- The majority of students have secure skills in mental mathematics, and calculate competently. Their ability to apply processes to practical problems is improving, although some still have difficulty. Higher and lower attaining students do not always make appropriate progress, because classwork does not match their needs.
- Students' problem-solving and critical thinking skills are improving, but too slowly. They do not consistently analyse numerical data, extract information or present their findings. When they have opportunities for collaboration, students gain a better understanding of the mathematical concepts which they are studying. Consequently, more complex skills such as problem-solving are enhanced.

For development:

- Ensure that work in lessons provides an appropriate level of challenge so that all students achieve as well as they can.
- Improve teachers' understanding of critical thinking and problem-solving, so that they can be more effective in helping students to acquire these skills.

Science

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- While students gain the knowledge required for examinations, most, including children in KG, are not developing the skills of scientific enquiry. They do not have the opportunity to explore scientific ideas beyond those that are prescribed in the FBISE curriculum.
- Weaknesses in students' scientific skills are reflected in their written work and in their oral contributions to lessons. Only in the high phase is there evidence of investigations and well-constructed presentations based on students' own independent research.
- The development of problem-solving and analytical thinking is limited. Students do not make natural connections to the real world. In acknowledgement of the skills gap, teachers are amending the curriculum and some lessons are becoming more investigative.

For development:

- Ensure that all teachers enable children and students to develop basic scientific skills through regular investigations.

UAE Social Studies

	All phases
Attainment	Acceptable

- There is variation in students' attainment across grades. Attainment is stronger in the lower grades of the primary phase, where teaching is more effective, and the attainment of girls is generally above that of boys.
- Although teachers' subject knowledge is adequate, there are weaknesses in their understanding of how the subject should be taught. Expectations of what students can achieve are often too low and the work which they are given is too easy.
- The UAE social studies programme is integrated into the FBISE curriculum, with an emphasis on the acquisition of knowledge and factual recall. Opportunities for students to develop enquiry and critical thinking skills, and to make links between subjects, are less evident.

For development:

- Rigorously evaluate the quality of teaching and learning in social studies, identify the weaknesses, and provide teachers with training to address those weaknesses.
- Ensure that students are provided with appropriately challenging, interesting and motivating work, in all lessons.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- In KG, children are keen to share their learning. Across all phases, most students, particularly the girls, are enthusiastic learners. However, learning skills vary. Some students engage in investigative work and effective collaborative learning, but these opportunities are underdeveloped and sufficiently limited to act as a barrier to achievement.
- When given the opportunity, students show that they can discuss and evaluate new ideas and explain their thinking clearly. However, such opportunities are infrequent and, in many instances, groups are often too large for all students to participate.
- Students' problem-solving and critical thinking skills are not developing fast enough to have an impact on progress and attainment, because they have too few opportunities to practise them. Independent research and technological skills are underdeveloped.

For development:

- Provide more opportunities for students to discuss and evaluate what they are learning.
- Ensure that students engage in independent research and use technology to support their learning.


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

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Very good

- Most children and students demonstrate positive and responsible attitudes to their learning. In the high phase, older students make significant contributions to the smooth operation of the school.
- Most students behave well. Relationships with teachers are built on mutual respect. However, the behaviour of a minority of students, particularly in the lower primary phase, is not always appropriate. This behaviour is often linked to weaknesses in teaching.
- Older students' personal development is enhanced by their supervisory and leadership roles, which they take very seriously. Students are active, and most understand what constitutes healthy eating. Attendance is good, and late arrival to school and to lessons is rare.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Across all phases, students have a secure understanding of Islamic practices. In the primary and middle phases, they engage enthusiastically in charitable activities, Islamic essay competitions and Islamic model exhibitions. They speak positively about school trips to local museums and other sites.
- Summer projects, and the work displayed in classrooms and around the school, reflect students' appreciation of national values and their knowledge of the leaders of the UAE. They talk proudly about their artwork that depicts the history of the Emirates.
- Students' knowledge and understanding of wider cultures are improving. In the high phase, students show a greater appreciation of the multicultural environment of Dubai. In general, students' appreciation of wider global cultures is underdeveloped.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good 

- Most students demonstrate a positive work ethic, particularly in the upper grades. Those in the primary and middle phases enjoy contributing to school activities and respond willingly to opportunities provided by the school. Older students are more involved in organising activities.
- Older students are increasingly mature and understand their responsibilities as members of the school community. They take on key roles as members of the school council, prefects and house captains. They act as positive role models for those in the lower grades.
- Children in KG enjoy a variety of environmental activities. Students in the primary and middle phases participate in environmental competitions. Many in the high phase speak knowledgeably about the importance of sustainability. However, their engagement in recycling projects is limited.

For development:

- Provide more opportunities for students to initiate and engage in projects related to recycling and environmental sustainability.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Although teachers' subject knowledge is generally adequate, not all have a secure understanding of how their subject should be taught. In many lessons, teachers do not take enough account of students' differing attainment levels, and do not conduct sufficient checks and tracking on students' understanding in order to teach students at the appropriate level.
- In the most effective lessons, teachers use assessment information to make sure that work challenges and promotes learning. However, work is often too easy or the range of activities too narrow to engage students fully. In lessons in KG, children do not have enough opportunities to find things out for themselves and then discuss their findings and thinking.
- The development of critical thinking and problem-solving is at a very early stage of development. The use of questioning, to probe students' understanding and to develop their critical reasoning skills, occurs in only a few lessons. Teachers make little use of technology to enhance students' learning.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Senior leaders understand how to use the information from international benchmark assessments and measures of cognitive abilities to identify underperformance in students. The school is at an early stage in making use of this information at whole school and grade levels to address gaps in learning.
- The use of assessment information to guide lesson planning and to track the progress of individual students is used well in mathematics, particularly in Grades 4 and 6. However, this practice is rarely seen in lessons in other subjects.
- Comments on students' work, while usually encouraging, do not provide enough information on the standard of the work or on what students need to do in order to improve. Students are given few opportunities to learn through assessing themselves or their fellow students.

For development:

- Make sure that all teachers fully understand how to use assessment information to plan work that matches students' attainment levels.
- In the marking of students' work, provide clear guidance about how students can improve.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum in all phases has a clear rationale and is closely aligned to the Pakistani FBSE requirements. Although, in a few subjects, the curriculum is extended by activities appropriate to each grade, it is mostly based on the acquisition of knowledge, with some development of skills.
- The curriculum is planned to provide transition across phases and to build on students' previous learning. A few cross-curricular links foster the transfer of learning. The taught curriculum does little to promote students' creative and artistic talents.
- Regular reviews ensure that the curriculum meets the requirements of the FBSE curriculum standards. Not enough use is made of assessment information to guide curriculum development.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is insufficiently resourced to enable adaptations to suit students' varying abilities and interests. While there are occasional examples of curricular topics being presented in interesting ways, there are few activities that promote active learning, particularly in KG and the primary phase.
- Students extend their experiences through a few enrichment and entrepreneurial activities. For example, a hydraulic pump and satellite system, designed by students, were celebrated when shown on national television. Projects such as these are not widely available to all students.
- A new focus on developing community links, and on celebrating Emirati, Pakistani and world cultures, is widening students' sense of identity. Students are keen to expand activities which heighten their role as global citizens. However, insufficient time is given to such enrichment activities.
- Arabic is not taught in KG.

For development:

- Provide additional resources for children in KG and students in the primary phase to learn through discovery and independent investigations.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school has adequate policies and procedures to provide for students' safety and welfare. The policies are understood by students, teachers and parents. Students are effectively supervised at all times, ensuring their safety both within school and when on school transport.
- The school meets all legal and regulatory requirements, including those for emergency evacuation drills. A healthy lifestyle is promoted through the work of the school clinic, in lessons and in morning assemblies. However, the food in the canteen offers few healthy options.
- While the school premises are safe, the buildings are not well maintained. Although checks on facilities and equipment are followed up by some action to rectify deficiencies, classrooms and the boys' toilets are not hygienic. This results in an inappropriate environment that is not conducive to students' improved educational outcomes.

	KG	Primary	Middle	High
Care and support	Acceptable	Weak ↓	Weak ↓	Weak ↓

- Students enjoy school and have confidence in the adults who care for them. The monitoring of students' well-being and checks on attendance are based solely on the interventions of class teachers. The system lacks rigour. There is no rapid follow-up if a student is absent without notice.
- Children in KG receive appropriate care to help them to settle into school and to develop their language skills. Guidance to help older students to make informed choices about the next stage of their education or careers is underdeveloped.
- The identification of students of determination and the support provided in class is inconsistent across all grades and subjects. Most teachers do not provide work of the right level to support or challenge students appropriately, and students' progress suffers.

For development:

- Improve the procedures for monitoring students' well-being and for making early contact with parents if a student is absent from school without notice.
- Ensure that the premises and equipment are well maintained and hygienic.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak ↓

- The inclusion team is at an early stage of development. Key members, including the inclusion governor, do not fully understand their roles and responsibilities. There is no inclusion development plan, nor is there a rigorous evaluation of all aspects of provision.
- There are no systematic procedures for identifying the main barriers to students' effective learning. Consequently, teaching is not clearly focused on meeting students' individual needs. There is no whole-school approach to the identification and support of students with special gifts and talents.
- Nonetheless, parents are positive in their views of the support provided for their children. They periodically receive information about their children's progress, but are not routinely involved in the creation, review and revision of individual education plans.
- The quality of support in classes is variable in all grades. Overall this is weak. Teachers do not consistently use information on students' progress to plan work that supports those who need more help in learning, or to challenge fully, those of higher ability.
- Students' work in lessons and in their books indicates that most make little progress from their individual starting points. The quality of support provided both in and out of the classroom is inconsistent across the school.

For development:

- Evaluate systematically the provision for students of determination in lessons across the school, and construct and implement an action plan to address weaknesses.
- Ensure that full use is made of assessment information to plan work in lessons that matches the identified learning needs of students of differing abilities.

6. Leadership and management

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

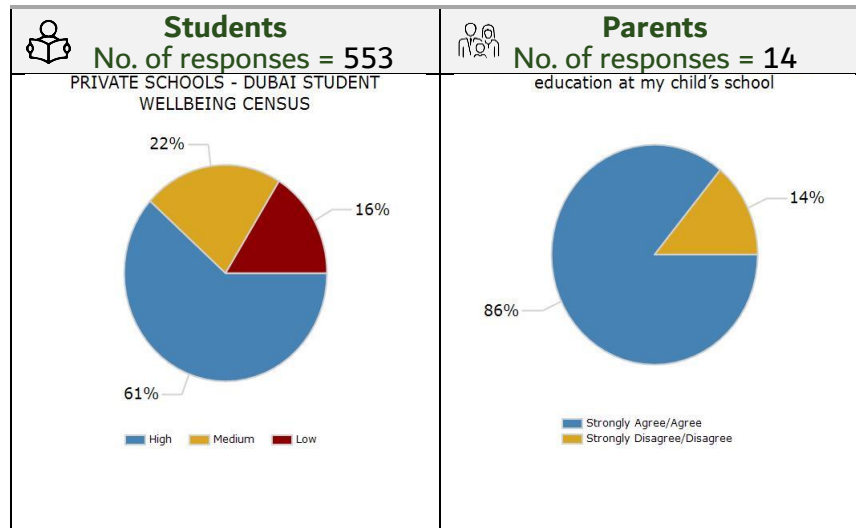
- The very recently-appointed principal has set a clear vision for the future of the school. Appropriately, the vision includes a commitment to providing students with the best possible education. However, not all leaders understand what constitutes best practice in learning and teaching. Many lack the skills needed to evaluate accurately and to improve the effectiveness of learning and teaching.
- Although self-evaluation is reasonably accurate, judgements are not always based on the systematic analysis of information about the school's performance. The key priorities identified in the school improvement plan are insufficiently focused on objectives that can be readily measured. Checks on the quality of teaching do not place enough emphasis on how well students are learning in lessons.
- The school has built strong relationships with parents, who are fully supportive. Parents of children in KG appreciate that staff are accessible and that their concerns are dealt with promptly. The school has appointed a parent relationship officer to strengthen links with parents and the community.
- The governing board includes representation from some, but not all, stakeholders. Although governors are very supportive of the school, they do not have the skills needed to fulfil their roles as critical friends. They are very reliant on reports on the school's performance from senior leaders. Records show that governors do not evaluate the impact of spending on students' learning, progress and educational outcomes.
- Effective day-to-day management ensures that the school operates efficiently. Teachers are provided with development training, but are not exposed to the best practices in teaching. The training is not clearly or adequately focused on remedying deficiencies. The library is not fit for purpose. The furniture in classrooms and learning resources are inadequate, and restrict the development of more innovative approaches to teaching. There is insufficient technology to support students' independent learning.



For development:

- Improve governance and the quality of leadership at all levels, and provide teachers with focused training to improve the quality of learning and teaching.
- Improve the library so that it serves as a stimulating, well-resourced centre for independent learning and provide adequate, appropriate furniture in classrooms.

Views of parents and students

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



 <p>Students</p>	<ul style="list-style-type: none"> The survey responses indicate that although students are happy, they tend to worry more that do students in other schools in Dubai. Most are willing to persevere to achieve their goals. They feel safe and have a strong sense of belonging to the school, and this was evident during the inspection. A few report that they have experienced physical or verbal bullying at school.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents interviewed during the inspection and the few who responded to the survey indicate that they are satisfied with the education provided by the school, and the helpfulness of school leaders and teachers. They feel that their children are kept safe at school, and that the school provides good value for money.

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