

# Inspection Report



## Dubai Carmel School 2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI UNITED ARAB EMIRATES

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## School information



### General information

Location	Al Nahda
Type of school	Private
Opening year of school	1990
Website	www.dubaicarmelschool.com
Telephone	04-2675424
Address	Al Nahda Behind sahara Center.P.O. BOX 89212 Dubai U.A.E
Principal	Alia Abu Younis
Language of instruction	English
Inspection dates	26 <sup>th</sup> - 29 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	4-17
Grades or year groups	KG1 - Grade 12
Number of students on roll	890
Number of children in Pre-K	0
Number of Emirati students	143
Number of students with SEN	103
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	90
Largest nationality group of teachers	Egyptian
Number of teacher assistants	36
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	16%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK/ IGCSE
Standardised tests / board exams	IGCSE
Accreditation	None



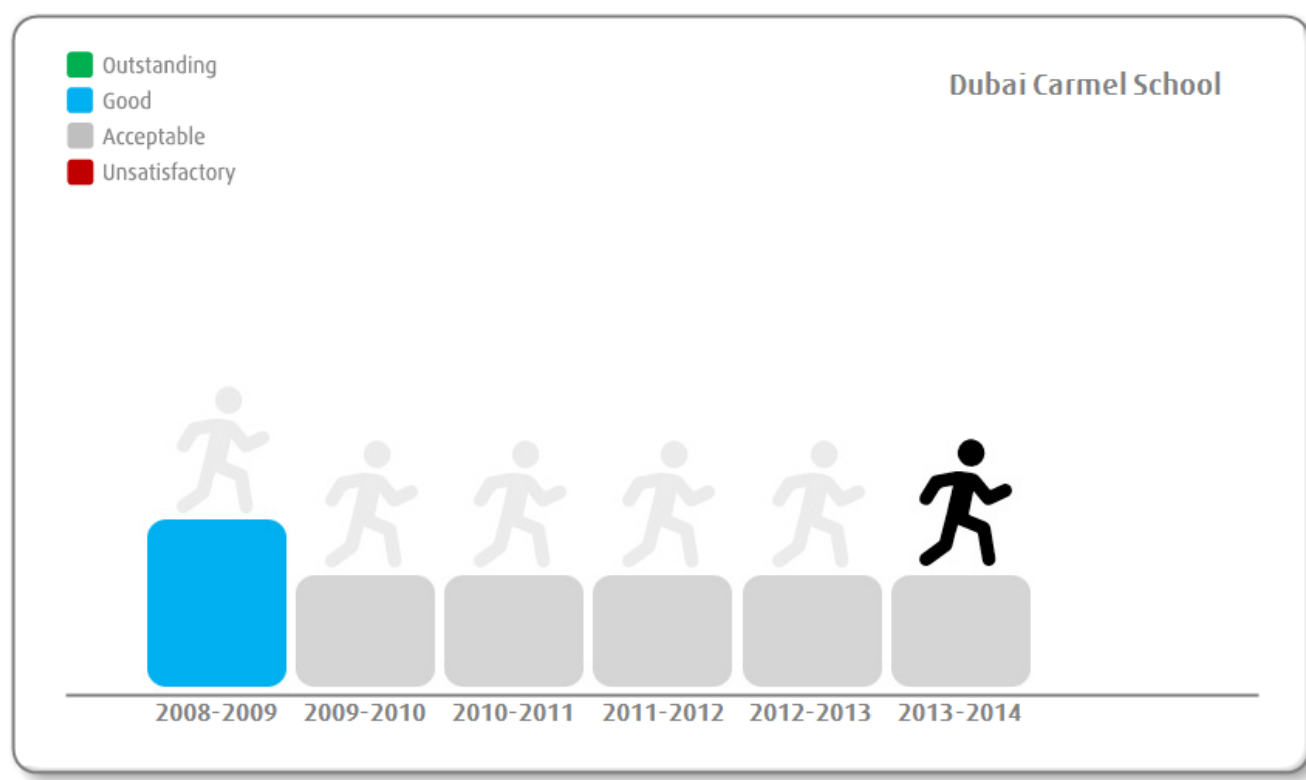




Dear Parents,

Dubai Carmel School was inspected by DSIB from 26<sup>th</sup> – 29<sup>th</sup> January 2015, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- Most children made good progress in all subjects in the Foundation Stage.
- Students' personal and social development was mostly good across the school.
- The school's vision for providing a caring and inclusive school was enacted through strong Islamic values.
- The school was particularly effectively in supporting students with complex special educational needs.

### **Areas for improvement**

- Improve students' progress to at least good in English, mathematics and science.
- Ensure teachers and leaders make effective use of assessment information to meet the needs of all students.
- Strengthen leadership and ensure school self-evaluation is fully accurate in order to improve planning for improvement.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Dubai Carmel School



### How well does the school perform overall?

Overall, Dubai Carmel School provided an **'Acceptable'** quality of education for its students.

- In the Foundation Stage, children made good progress in English, mathematics and science. Students in the primary phase made good progress in English, Islamic Education and Arabic as a first language. In the secondary phase, students made good progress in Islamic Education and Arabic as a first language. Most students had developed the skills to explain what they had learned but few knew how to carry out independent research or how to plan to improve their learning. Students made limited use of learning technology to support their learning.
- Students' personal and social development were good across the school. Students behaved well and were respectful. They demonstrated good knowledge of Islamic values and of the life and customs of Dubai. They had less knowledge of the world beyond the UAE.  
Most students were keen to learn except for a minority of boys in the secondary phase who lacked concentration. Most students could explain what they had learned but few knew how to plan to improve their learning. Older students worked together well. Staff managed student behaviour and attendance well.
- Most teachers in the Foundation Stage and primary phase planned interesting lessons with good pace and used learning technology effectively. Teachers generally had good relationships with their students. Teaching was often aimed at the needs of students with average ability. It did not help the most and least able to achieve as well as they could. In designated provision for students with special educational needs, the teaching of students was good. Assessment of students' work was linked to the curriculum standard but were often too generous to give an accurate view of progress.
- The curriculum was broad and balanced and focused on both knowledge and skills. The school had introduced the Cambridge curriculum statements to help students progress through the grades, but the delivery was inconsistent. Additional time had been allocated to Arabic and Islamic Education. The school had modified the curriculum for students with special educational needs, particularly in small group support.
- Students were cared for well. Child protection procedures were in place. Arrangements to ensure students' health, safety and security were comprehensive. The provision for and promotion of healthy living was evident in the school-wide effort, including the healthy food choices in the canteen. The health clinic promoted healthy living and supported individual students with health concerns. The physical education curriculum educated students on the components of healthy living. The school catered well for a range of students with complex special educational needs. Whilst support for the academic development of students in specialist provision and in small groups was good, it was less consistent in mainstream classes.
- Most aspects of leadership and management were acceptable and school leaders had developed a good partnership with parents. Leadership was not distributed evenly. Monitoring of practice was regular but the outcomes of this activity were not used well enough to secure good improvement over time.






## How well does the school provide for students with special educational needs?

- Overall, students with special educational needs made good progress, including in their personal and social development. This was particularly strong in the specialist provision for students with complex needs.
- Lessons in the mainstream section of the school were not always well matched to the needs of students with special educational needs.
- Students had access to a range of intervention and support systems which was usually well matched to their special educational needs



## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Not Applicable
	Progress	Good	Good ↑	Acceptable	Not Applicable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable


↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

## 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good 	Good	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Not Applicable
Quality of support	Good	Good	Good	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



# School Inspection Report

## Overall school judgement

**Acceptable**

## Key strengths

- Most children made good progress in English, mathematics and science in the Foundation Stage.
- Students' personal and social development was mostly good across the school.
- This was a caring and inclusive school that taught Islamic values well and catered well for students with special educational needs.

## Changes since the last inspection

- In the Foundation Stage, there had been improvements in children's progress in mathematics and science and in the quality of teaching.
- Secondary students' progress in Arabic as a first language had improved to good as had the progress primary students made in English.
- The school had introduced a new curriculum and, for the first time, was educating Post-16 students.

## Recommendations

- Improve students' progress to at least good in English, mathematics and science by
  - ensuring better timetable balance across the core subjects
  - embedding the new curriculum
  - using assessment information to plan work which consistently meets the needs of all students, especially the more able
  - preparing students better for the IGCSE examinations
- Strengthen senior leadership to ensure an accurate evaluation of the school's performance so that planning for improvement is effective.





Improved from last inspection




Declined from last inspection



## 1. How good are the students' attainment, progress and learning skills?


Foundation Stage		
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	Acceptable	Good
Mathematics	Acceptable	Good 
Science	Acceptable	Good 

- Most children were at an early stage of learning English but they were developing their spoken language skills rapidly. Children learned to blend sounds and the more able children built these sounds into whole words. They made good progress in recognising and writing letters of the alphabet.
- In mathematics, children could recognise and accurately count number to 20. They understood number values and could carry out simple addition calculations well.
- In science, children had good skills in identifying parts of plants and investigating the importance of plants as food for humans. They undertook practical tasks safely and enjoyed exploring new ideas.

Primary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students demonstrated good knowledge of Islamic principles such as the pillars of Islam. By the end of the primary phase, students were proficient in preparing for and performing prayers.
- The majority of students learning Arabic as a first language had listening skills that exceeded curriculum expectations. The majority could speak expressively and independently write short simple paragraphs.
- In Arabic as an additional language, most students made acceptable progress in listening and understanding the set texts. They could speak in short phrases and repeat modelled speech. Most students made good progress in copy writing short character sketches.
- In lower primary, students of English could ask and answer simple questions. In middle primary, the majority could write connected sentences and read familiar texts. Older students conversed at length on issues of interest to them. Students' grammar skills were developing with independent writing as the least developed skill.

- In mathematics, students made good progress in number skills and by the end of primary could work confidently with fractions and decimals. They understood simple algebraic formulae and factors. The most able students worked confidently in solving problems.
- Students could recall factual knowledge quite well but were less able to explain scientific concepts. They made better progress in developing the skills of observation than those of investigation.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students had a secure knowledge of Islam's principles such as the pillars of faith and the concept of devotion. The majority made good progress in developing their knowledge of morals and values such as social support and sponsorship. Most students had a basic understanding of the rules of recitation, but their progress in applying these was slow.
- In Arabic as a first language, most students could read and understand the required texts. The majority made good progress in free writing involving several topics and in applying the rules of conversation.
- In Arabic as an additional language, most students expressed their understanding through dialogue with the teacher using phrases with a limited number of words. Most students could read paragraphs and made progress in copy writing.
- In English, most students read fluently, with expression and good understanding. Students in the senior grades were able to confidently express their views orally on a wide range of issues. Whilst some senior students produced high quality examples of extended writing the overall quality of writing was not consistent. Overall, girls performed significantly better than boys.
- Students made acceptable progress over-time in mathematics but this was not reflected in their IGCSE examination results. Students covered an appropriate range of topics and extended their skills in calculations, understanding of area and volume, and in their algebraic work. They developed their mental mathematical skills and the ability to solve mathematical problems, including those using formulae.
- Students had an acceptable understanding of scientific concepts. Most were confident in following practical instructions in a laboratory but a minority did not understand the purpose of the work. The majority lacked skills of analysis and of reading and interpreting examination questions which led to low levels of attainment in IGCSE examinations.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students demonstrated adequate knowledge of the concepts and principles of Islam. Students' ability to explain and refer to the verses of the Holy Qur'an was less secure. Students' progress in acquiring knowledge of Islam's rules ( Fiqh), such as marriage and divorce contracts was appropriate.
- In Arabic as a first language, the majority of the students had levels of skill in listening and understanding commensurate with the curriculum expectations. Most students could speak and express the Arabic language correctly and made progress in free writing.
- No students in the Post 16 phase were studying English.
- In mathematics, students following the new post-16 course showed real enjoyment in their pure mathematics work involving geometric sequences. Their progress was acceptable as students' confidence with the new course work and more complex mathematical concepts improved.
- Students had developed an appropriate understanding of scientific concepts, although progress in higher level practical skills was less developed and the majority of practical work lacked focus and challenge.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students were enthusiastic learners, particularly those in the Foundation Stage and the primary phase. However, in the secondary phase a minority of boys often required teacher intervention to remain on task. Most students could explain what they had learned but few knew how to plan to improve their learning.
- Collaborative working was stronger in the secondary and post-16 phases. Inspection evidence noted students in secondary English debated topics such as plastic surgery in a mature manner.
- Primary students eagerly linked their work to prior knowledge and often related it to real life. For example, students understood the use of angles in construction. In the secondary phase, linkage between areas of learning was less evident, although, when challenged, students could make some connections to real life examples and particularly to environmental issues.
- A majority of students in upper secondary and most in the post-16 phase showed critical thinking when challenged by appropriate questions. Across the school, only a few students carried out independent research using learning technology or other resources.

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Good

- Most students demonstrated positive attitudes toward their teachers, school and fellow students.
- Students were respectful, and their relationships with each other and staff were good.
- Most students behaved well, were courteous and supportive of one another, particularly those with special educational needs.
- Most students participated well in the school's physical education activities and followed the school's guidelines on healthy living.
- Attendance was good and students were generally punctual in arriving at school and at classes.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good


- Students across the school had a clear understanding of Islamic values. They understood the influence of these on the local society and highlighted open-mindedness, kindness, tolerance and acceptance of others as key Islamic values. Children in the Foundation Stage sang the national anthem with enthusiasm, and identified accurately countries their peers were from.
- Older students were knowledgeable of the UAE's history. They could refer to key milestones in its development. Students' knowledge of local culture was good.
- Most students were proud of their cultures, but their knowledge of other world cultures was less developed.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Good	Good	Good

- Most students understood their responsibilities towards their school and community well. Although, students participated extensively in school-led activities, including local community events, they rarely initiated their own events.
- Students' work ethic was generally positive. Most presented their projects and school work well, but sometimes relied heavily on the teachers' direction.
- Most students demonstrated good understanding of environmental issues. They talked knowledgeably about key challenges such as global warming and pollution and stressed the urgency to reduce the production of carbon dioxide.



### 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good 	Good	Acceptable	Acceptable

- Most teachers knew their subjects well. In the Foundation Stage and the primary phase, the majority understood how their students learned and used age-appropriate approaches to meet their learning needs.
- Most teachers planned lessons and used learning technology effectively. The majority of teachers in the Foundation Stage and the primary phase planned interesting lessons with good pace, notably in Islamic education. In the primary phase, textbooks offered good scaffolding examples for students' learning but a minority of teachers did not sufficiently extend work beyond this.
- Teacher-student relationships were mostly good with mutual respect evident. In the best lessons there was effective teacher questioning to test students' understanding. Students with special educational needs in mainstream classes were very well cared for. However, in the majority of lessons, tasks did not always meet their needs.
- In the Foundation Stage and to a lesser extent in the primary phase, teachers were beginning to provide different levels of work to support less able students and to challenge the more able. However, the majority of teachers in the secondary phase did not effectively match work to meet the very wide range of student abilities in mainstream classes. Levels of expectation were not always high enough in the secondary and post-16 phases.
- The promotion of critical thinking, enquiry and independent learning skills was limited across the phases.
- In Arabic as a first language, most teachers had good subject knowledge and lessons had appropriate opportunities for students to engage and interact. Modification to teaching practices to meet the needs of all students, particularly in post-16, was limited.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessments were linked to curriculum standards and enabled staff to make internally consistent comparisons between students. However, judgments of attainment lacked accuracy and were over-optimistic when compared to expected curriculum standards.
- The school had entered Grades three to eight for international benchmark tests in English and mathematics. Analysis of results had identified some areas for improvement, for example the need to enhance students' critical thinking skills. However, the school had not used the results to benchmark its own assessments or to calibrate its judgements.
- An effective management system collated assessment data, and was accessible online to parents. Data analysis was underdeveloped and not used effectively to track individual progress, to compare groups or to challenge teachers regarding the progress students made.
- Assessment outcomes had been used to plan some curriculum improvements. However, the majority of teachers were not routinely using assessment information, including their own questioning, to modify individual lessons to meet the needs of all students.

- Most teachers knew individual students well and provided good verbal support and some challenge. However, teachers' marking in students' workbooks generally did not guide students on how to improve. A minority of teachers used rubrics for assessment but these were not useful to the students. There were a few examples of student self-assessment but issues identified were not followed up with suggestions for improvement.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum was reasonably broad and balanced, age appropriate and focused on both knowledge and skills. Opportunities to allow children in the Foundation Stage to develop their independence in the classroom and initiate activities in the outdoor areas were improving but were still not common practice in all classes.
- The curriculum review had tried to ensure progression in all subjects across the school by adopting the Cambridge curriculum statements. However, these were not consistently implemented.
- Additional time had been allocated to Arabic and Islamic Education in the primary and secondary phases. Islamic Education and Arabic had been introduced into the Foundation Stage. Not enough attention was paid to challenging more able students to achieve highly.
- Cross-curricular links, critical thinking and opportunities for problem solving were evident in only a few lessons. Students welcomed extra-curricular opportunities but the number and range of enrichment activities were weak and students wanted more choice.
- The curriculum was reviewed annually and additional courses had been slowly introduced to better meet the needs of all students. Cross-curricular links in Arabic were improving.
- The Arabic curriculum provided good opportunities for independent learning, research and critical thinking. It was reviewed and developed annually to meet the academic and personal development needs of Arabic students.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

- The school was at an early stage of developing its new curriculum. It had modified the curriculum for students with special educational needs in the core subjects, through collaboration with the department heads. Limited provision had been made in developing the curriculum to suit more able students.
- Despite some improvements, there were limited curricular choices for students in the secondary and post-16 phases.
- The school offered a restricted range of extra-curricular, after-school options. Community links were limited.
- The school offered five Arabic sessions per week of Arabic to its Arab children in the foundation stage. The programme followed the MoE curriculum.

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The care and welfare of students was evident throughout the school, including adequate supervision. The child protection policy was published in the staff handbook and teachers had received training on the procedures to follow.</li> <li>Arrangements to ensure health, safety and security were comprehensive and well-planned.</li> <li>The quality of maintenance and record keeping was comprehensive. Managers were clearly aware of what improvements were needed to ensure school facilities were appropriate.</li> <li>The suitability of the premises and facilities for all students, including those with special educational needs was limited. Ramps were in place at all entrances, but the school did not have a lift.</li> <li>The provision for and promotion of healthy living was evident across the school, including the healthy food choices provided in the canteen. In the Foundation Stage, staff monitored the children's snacks brought from home. The health clinic promoted healthy living for all students and counselled and supported individual students with health concerns. The physical education curriculum educated students on the components of healthy living.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Staff managed behaviour well in all the varied learning situations of the school. Staff-student relationships were based on principles of respect, trust and duty of care.</li> <li>The management of attendance and punctuality was good. The school had clear systems to record attendance and to encourage good attendance and punctuality. Poor attendance and lack of punctuality were seen as a mark of disrespect to the school.</li> <li>The school catered for a range of students with complex special educational needs. On entry, students' needs were identified through discussions with parents, a range of observations, checklists and psychological reports. These helped staff gain an insight into the range of students' needs. The school's special educational needs coordinator managed the identification of needs process efficiently.</li> <li>Provision for individual students was based upon the outcomes of the initial identification. The school provided several avenues of support, including specialist provision. The impact of this support was particularly noticeable on the students' personal, social and emotional development. Support for students' academic development in the specialist provision and small- group context in mainstream was good. In other settings it was inconsistent.</li> <li>The part time school counsellor supported the well-being of all students and focused on career guidance and university entrance advice. Relevant students had time allotted for this minimal level of support.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>• Senior leaders facilitated an inclusive ethos and demonstrated a commitment to meeting a wide range of student needs.</li> <li>• The school made good use of a range of indicators to identify the needs of students. This informed intervention which was usually effective, and particularly so in the specialist provision for students with complex learning needs.</li> <li>• Parent-school relationships were good. Parents were aware of their children's needs and expressed appreciation for the support, care and guidance they received.</li> <li>• Students in the specialist provision made good or better progress in their personal, social, and emotional development which was often the focus of their educational plans. However, in the mainstream section of the school lessons were not always aligned well to the student's special educational needs.</li> <li>• The progress of students with special educational needs was good overall. This was strongest in within the specialist provision for students with complex learning needs where personal development and social interaction was often the focus of learning.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>• The Principal's vision for the school's continuing development included providing for students with a wide range of ability. This was warmly welcomed by the parents. The Principal was committed to the school playing its part in supporting Dubai's commitment to inclusive education.</li> <li>• The Principal, Vice-Principal, Director of Planning, and the chair of governors did not form an effective senior leadership group.</li> <li>• The delegation of responsibility beyond them was unclear. Teams had been formed to align the school's plans for improvement with DSIB criteria. However, The impact of these teams on improving student outcomes and teaching quality was not apparent.</li> <li>• Relationships were respectful. Communication with the Principal was mainly through heads of department meetings. Communication across large departments was not well developed.</li> <li>• Although staff had worked hard, improvement in students' attainment and progress over the years had been slow. There were signs of few recent improvements in teacher training but leadership had not brought about improvement in students' progress in English, mathematics and science. Accordingly, leadership's impact on school performance was limited. The school's capacity for improvement was hindered mainly by its management structure, teachers' lack of teaching qualifications and the lack of systematic monitoring and evaluation.</li> </ul>	



	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> <li>School leaders had involved staff in agreeing the outcomes of the school's self-evaluation procedures. These had proved to be inaccurate. As a result senior leaders did not have a clear view of the school's strengths and weaknesses.</li> <li>The Director of Planning and the heads of department evaluated the quality of teaching but their judgements varied. These evaluations were used to discuss areas of strengths and weakness with individual teachers. They were not followed up consistently. Additionally, this information was not analysed by heads of department to focus training or lead improvements within departments.</li> <li>The school improvement plan was supported by departmental action plans which contained specific targets linked to success criteria in the overall plan. However, the plans concentrated more on when tasks were completed rather than the impact on students' progress and attainment.</li> <li>The school had addressed the previous inspection report's recommendations and had made some improvements to what students experienced. However, the thrust of the school's efforts over time had not significantly improved students' progress in English, mathematics and science in most phases. This was partly because the school's view of its own performance was over-inflated.</li> </ul>	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>Parents and other stakeholders had a good level of involvement with the school. They were knowledgeable about provision why this school suited their children. They made their views known to the school through a variety of means such as surveys, face-to-face meetings and through organisations like the Mothers' Council.</li> <li>There were a variety of ways in which the school kept parents in touch with school life. Parents were contacted promptly in the case of unusual absence. In addition to the paper-based means of communication, the school was increasingly using electronic methods. The school arranged for parents to discuss any concerns with relevant staff.</li> <li>The school provided regular written reports and meetings when parents could discuss their child's progress. These arrangements gave parents a continuing picture of how their children were developing. Most parents were satisfied with these arrangements.</li> <li>The school had a number of productive links with the local community, including businesses, schools and the special needs centres.</li> </ul>	




	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The constitution of the governing body had recently been refreshed to include a broader spread of background and experience. The governing body now comprised of representatives from parents and the staff as well as members with particular expertise. Governors had established a regular pattern of meetings and agreed individual lead roles so that governors could find out more about the school first-hand.</li> <li>Governors were updated about developments in the school through reports and personal contact. Their involvement in self-evaluation was at an early stage.</li> </ul>	

- Although governors were briefed on student performance, this was not at the level to inform strategic decision making. As a result, the governing body's involvement in setting school priorities was limited as was their influence on school performance. However, they recognised their responsibility for improving the school's provision.

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• The day-to-day running of the school was quite smooth most of the time. Lessons began and ended promptly and both staff and students moved around the school safely and in good order. The school community knew the daily routines and older students helped out with supervision.</li> <li>• Teaching staff held degrees, but nearly all lacked a recognised teaching qualification. This meant that training was difficult to pitch at the right level to bring about improvements in teaching quality. Staff were deployed according to their experience. Specialist subject teaching staff used learning resources regularly in lessons in the Foundation Stage and the primary phase to help students to learn. Levels of staffing in the day-to-day running of the school were very high.</li> <li>• The premises and facilities were clean and safe. Classrooms in the Foundation Stage and in particular the primary phase, provided a colourful learning environment. There were appropriate play spaces and learning resource areas in the Foundation Stage. However, some classrooms in both the Foundation Stage and primary grades were too small to allow for more flexible teaching and learning.</li> <li>• The school had invested in improving learning technology and these were being used around the school. There were shortages in English books in the library and practical equipment for use with students with special educational needs.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	207	34%
	Last year	139	27%
 Teachers	74		82%
 Students	53		84%

- A minority of parents, most teachers and students responded to the survey.
- Parents, teachers and students felt that the school was a good school. Parents and teachers felt that inspections had helped the school improve.
- Parents generally felt well informed about their children's progress. They were pleased with their children's progress in Islamic Education and Arabic, but were less happy with their children’s progress in the other core subjects, especially English.
- School safety was highly rated. Most teachers and all parents surveyed, felt that the school provided well for students with special educational needs.
- Almost half of the parents and students surveyed that facilities needed improving.
- Parents and teachers agreed that the school was well led. Most teachers had been involved in school self-evaluation and in improvement planning. A minority of students felt the school needed to hear their views more often.

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

## 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

## How to contact us

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