

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



INSPECTION REPORT

2017-2018

Dar
Al Marefa
School

Celebrating
10 years of
inspections

DAR AL MAREFA SCHOOL

IB CURRICULUM



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	24

School information

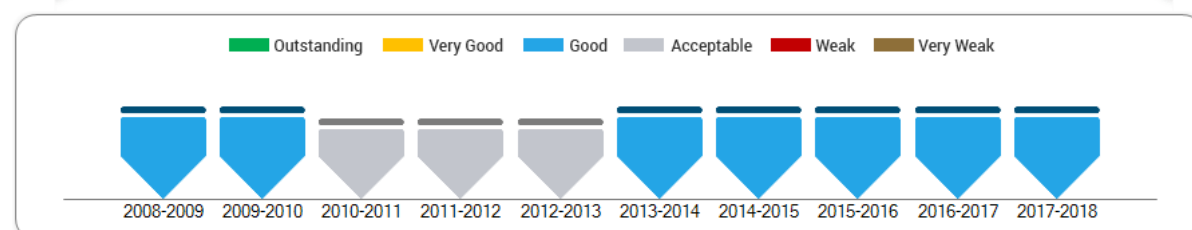
General information	
Location	Mirdif
Type of school	Private
Opening year of school	2008
Website	www.daralmarefa.ae
Telephone	00971-4-2885782
Address	Dubai PO Box 112602
Principal	Mr Daljit Sohi
Principal - Date appointed	8/24/1998
Language of instruction	English and Arabic
Inspection dates	05 to 08 February 2018

Teachers / Support staff	
Number of teachers	77
Largest nationality group of teachers	British/Irish
Number of teaching assistants	23
Teacher-student ratio	1:9
Number of guidance counsellors	1
Teacher turnover	24%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	710
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	537
Number of students with SEND	24
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBDP
Accreditation	IBO
National Agenda benchmark tests	ISA

School Journey for Dar Al Marefa School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Dar Al Marefa School was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school leadership team (SLT) provides a clear vision for the school. Leaders are supported by an effective governing body who together with the SLT have acted positively to address recommendations in the previous inspection report. Relationships and partnership with parents are very good.

Students' achievement

Student learning skills are good across the school. Student attainment in all subjects is at least acceptable. Progress in almost all subjects and phases is good or better and is improving.

Students' personal and social development, and their innovation skills

Student personal and social development are now very good in all phases. Their understanding of Islamic values and Emirati and world cultures is also very good. Student responsibility, their participation in community services and their implementation of innovative ideas is developing throughout the school.

Teaching and assessment

Teaching in all phases of the school is consistently good. Processes for internal assessment are effective. The school analyses the external benchmark data, but teachers do not use this data systematically as part of their planning process.

Curriculum

The curriculum provision and curriculum adaptation is now good across the school. The students in the Diploma Programme (DP) have a limited range of subjects to choose from but choices have been increased through the use of blended online learning. There is a range of extra-curricular activities and experiences available for the students.

The protection, care, guidance and support of students

The school is a safe, supportive and caring environment for the students. The buildings are maintained to a very good standard. There is an inclusive ethos to the school and the support provided by the school for students with special educational needs /disabilities (SEND) is effective. There is some provision of career counselling for the senior students.

What the school does best

- The students' personal responsibility and social development is very good across the school
- The parents' involvement in and support of the school
- The international bilingual education that supports the development of Emirati values and culture
- The inclusive ethos of the school








Key recommendations

- Develop all school action plans including SEND with data-driven, measureable objectives to support the accurate evaluation of the impact of these actions.
- Enable middle leaders to be more effective in evaluating classroom practice and ensure skills such as critical thinking and verbal reasoning are evident in all subjects and grades.
- Ensure teachers:
 - use assessment data effectively in planning for age-appropriate conceptual understanding and inquiry
 - accurately assess student achievement based on their learning from their starting points
 - implement effective teaching strategies that are appropriate for students learning through a language of instruction that is not their mother tongue.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Very good	Good	Good ↑
 Arabic as a first language	Attainment	Not applicable	Good	Acceptable	Good ↑
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as an additional language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Acceptable ↓	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good ↑
	Progress	Good	Good	Good	Good

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good ↑	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good ↑	Good ↑	Good ↑	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good ↑
Governance	Good
Management, staffing, facilities and resources	Good ↑

National Priorities

National Agenda Parameter



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

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

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

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

- Student attainment as indicated by the National Agenda Parameter IBT test results is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The leadership team and governing body fully acknowledge the importance of the National Agenda and it is a focus for improvement planning.
- The school is increasing its capacity to analyse benchmarking data effectively, plan accordingly, and improve use of data to identify student strengths and weaknesses.
- The positive response to TIMSS and PISA requirements has resulted in significant development of the science curriculum and a whole school focus on improving language skills.
- Developments in teaching are clearly focused on increasing opportunities for students to develop critical thinking and other learning skills essential to the development of independent learners.
- As a result of modifications to the curriculum students are increasingly aware of PISA and TIMSS test requirements.

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 (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors and school leaders have a clear commitment to raising the achievement of Emirati students. Teachers are held to account for students' progress and attainment. Students engage in a variety of programmes and courses which enable them to achieve overall acceptable attainment and good progress across most subjects.
- Emirati students enjoy school, have positive attitudes to their learning and show good perseverance with tasks. They cooperate very well in paired and group activities and confidently communicate their ideas in whole class sessions. Most demonstrate a good work ethic.
- The school provides appropriate adaptations for those students requiring additional support. Lesson planning indicates levels of tasks for different ability groups but this does not always take sufficient account of students' prior knowledge or assessment outcomes. School leaders and teachers are beginning to take a closer account of the outcomes from CAT4 testing when assessing students' potential and learning needs.

The school's provision for raising the achievement of Emirati students is meets expectations.

Moral Education

- Moral education is integrated into the curriculum in the primary years programme (PYP) and taught by homeroom teachers. In the middle years programme (MYP) it is taught by teachers of Arabic. However not all concepts in the programme are being taught.
- Some teaching is overly directive and does not facilitate learning.
- The International Baccalaureate (IB) curriculum emphasis on critical thinking creates a strong foundation for moral education discussions. Students are able to actively participate in some lessons and apply the moral education concepts to their own lives.
- Although there is some assessment as a part of the units of inquiry, the system to assess concepts and attitudes is still under development.

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

Social Studies

- UAE Social Studies outcomes are developed and planned in Grades 1 to 9. There are cross-curricular links through the IB units of inquiry. The curriculum is augmented by field trips and project work. The weekly time requirement for delivery is met.
- Teachers generally use appropriate teaching strategies but the specific learning needs of all groups of students are not always addressed.
- Students share their knowledge and personal opinions and experiences, especially in the MYP grades. They frequently work collaboratively in groups but the quality of the work produced is inconsistent.
- Formative and summative assessments are regularly used and are in-line with the UAE social studies curriculum. However, they predominantly measure a student's knowledge and not their understanding or application of that knowledge.

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


Innovation in Education

- Activities are planned to develop relevant learning skills but these are implemented inconsistently, resulting in skills development that is not effective for all students. Technology was not used routinely in lessons by students for inquiry to support their learning.
- Students, especially in the upper years, are supported to develop their own ideas, plan and implement projects. Some students participate in innovation competitions.
- All teachers' planning identifies aspects of critical thinking and inquiry leading to the development of creative ideas. In less successful lessons, this planning is not implemented effectively.
- The curriculum in all phases identifies opportunities for students to be creative. A range of extra-curricular provision enables some students to develop their innovation skills.
- The leadership is supportive of innovation. The school has developed a shared understanding of what innovation should look like in the school.

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

Main inspection report


1. Students' achievements

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Very good	Good	Good ↑

- Students make good or better progress in all phases. Progress made by students in the DP has improved since the previous inspection. Student achievement overall is better in the PYP where students are more engaged in their learning.
- When lessons are based on knowledge rather than acquiring skills and applying the learned knowledge student achievements are weaker. Overall the skills in recitation and applying Tajweed remain under-developed.
- Although improvements are evident in some aspects of the subject they have not impacted on increased attainment.

For development


- Increase the opportunities for students develop their skills and understanding in the recitation of the Holy Qur'an with Tajweed.

		KG	PYP	MYP	DP
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Good ↑
	Progress	Not applicable	Good	Good ↑	Good

- The attainment of students in the DP has improved. Consequently they can use standard Arabic speech confidently during presentations and write with more fluency. In particular, the MYP students are able to produce extended pieces of writing, showing imagination and creativity.
- PYP students improve their literacy skills quickly because of the range of active learning tasks planned to engage their interest. The reading programme and the library are used to good effect to support the development of reading skills.
- Speaking and verbal skills are in-line with expected levels in the PYP and MYP. However, students use colloquial language too frequently, when engaging in extended conversations. They remain reliant on teachers to extend their answers and to articulate their opinions.

For development


- Plan frequent opportunities for students to use standard Arabic and extend their conversational skills

		KG	PYP	MYP	DP
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Acceptable ↓	Good	Not applicable

- MYP students continue to achieve above expectation in language skill's development. They have better skills in speaking when compared to other phases and are able to respond appropriately to familiar questions. Students in the PYP are too reliant on teacher support to facilitate extended speech.
- PYP students make acceptable progress as measured from their starting points. Their speaking and writing skills are progressing slowly due to the lack of effective teaching strategies and constructive verbal and written feedback.
- Listening is secure across the phases. Students understand short and familiar standard Arabic speech and instructions. They are developing their reading skills using familiar and short texts, although they may require guidance in order to understand some content.

For development


- Provide more opportunities for students to practice speaking in meaningful contexts.

		KG	PYP	MYP	DP
English 	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good

- Across the school the majority of students make better than expected progress in lessons. In the PYP and MYP most students achieve in line with curriculum standards while in the KG and DP the majority of students achieve above expectations.
- In the MYP and DP skills in speaking and sharing perspectives are more advanced, whilst interpretation, writing and comprehension skills are less consistently developed. In the PYP differentiated learning activities enhance confidence in all aspects of English. In the KG children capably express themselves.
- The introduction of a rigorous reading programme and increased resources for all phases is having an impact on student achievement. Students in the MYP analyse texts with complex vocabulary and collaborate to debate and share perspectives. In the PYP students appropriately create and apply different writing genres.

For development


- Develop writing skills by providing more opportunities for students to express themselves and share written work of different genres.

		KG	PYP	MYP	DP
Mathematics 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good

- Students' mental mathematical skills are improving due to the intervention programme across the school. The focus on conceptual understanding and problem solving is supporting the progress the students are making but has not impacted on attainment levels.
- The majority of KG2 children have well developed skills in shape and numeracy. In the PYP, most students can solve simple word problems. In the MYP, students can simplify algebraic expressions and in the DP students find the 'nth' term and the sum of a given sequence.
- In the DP, the delivery of mathematical studies and mathematics standard level in one class, due to the very small number of students, is impacting positively on students' progress.

For development

- Develop students' conceptual understanding, verbal reasoning and application in practical, investigative, and mathematical problem solving in all phases.

		KG	PYP	MYP	DP
Science 	Attainment	Good	Good	Good	Good ↑
	Progress	Good	Good	Good	Good

- Almost all students make better than expected progress against their CAT4 predictions in the PYP and MYP. While the results in external benchmark tests are below expectations, in lessons and internal assessments, the level of attainment for the majority of students is better.
- KG children confidently make and test simple predictions. Students in the MYP and DP are increasingly competent at developing and testing hypotheses, analysing results and modifying their investigations if unexpected results arise.
- Learning skills are well-developed in science. Students in all phases demonstrate age-appropriate understanding and application of scientific concepts. They are effective communicators of their learning and a minority of younger children use contextual scientific language.

For development

- Make appropriate use of all available data to plan lessons that fully meet the learning needs of students and supports the best possible progress.

	KG	PYP	MYP	DP
Learning Skills	Good	Good	Good	Good

- Students overall have positive attitudes and enjoy learning. Most take responsibility, have independent learning skills and collaborate in a range of activities. Verbal reasoning is not sufficiently developed and their reflection and self-assessment has not reached the depth needed for them to plan next steps of learning.
- In the KG, most children demonstrate a high level of curiosity which leads them to experiment and extend their learning. Critical thinking and problem solving skills are developing in most lessons across the school. Students' knowledge and skills are not confidently transferred to unfamiliar contexts.
- Students make links to other areas of learning and to their understanding of the world. However, cross curricula links are not always identified in the planning process. Students do not routinely use technology in lessons to support their learning.

For development

- Improve students' verbal reasoning and their application of skills and knowledge in unfamiliar contexts.
- Provide additional opportunities for students to use technology to support their learning through inquiry

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good 	Very good

- The students have positive attitudes and self-reliance to support their learning. In all phases, almost all students enjoy being at school. They are responsive to feedback from their teachers.
- The large majority of students demonstrate very good behaviour inside the classrooms, during the break time and in the morning assembly. They have good relationships with each other and are respectful towards adults.
- The students demonstrate a good understanding of safe and healthy living, supported effectively by the input from the nurse. While attendance is at least very good, student punctuality is not as strong.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good

- In all phases, the students exhibit a very good understanding of Islamic values and awareness of UAE culture and heritage. Students demonstrate very good knowledge about Islamic values and how this had influenced their daily life. The age-appropriate understanding of children in the KG is particularly strong.
- Students respect the values of UAE culture and heritage. Students have a very strong awareness about UAE culture and heritage.
- While students demonstrate a very good understanding, awareness and appreciation of their own culture, their knowledge and understanding of other Arab and world cultures is less developed.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Good	Good	Good	Good

- The development of social responsibility and innovation skills is similar in all phases. The majority of students model the philosophy of the IB by demonstrating empathy and respect for others. They are developing some awareness of local and global responsibilities.
- Through Service in Action and Creativity, Activity and Service (CAS), the MYP and DP students demonstrate a commitment to school and community responsibilities initiating programmes such as "pink month" for breast cancer awareness. The PYP students show an emerging level of school and community responsibility.
- Formal leadership programmes are in place but not all students actively exhibit leadership skills and model social responsibility. Student initiated, planned and evaluated actions are not embedded.

For development

- Ensure all students are punctual at the start of school.
- Provide more opportunities for students to assume leadership responsibilities that enable them to initiate and complete projects involving social responsibility in the local and wider community.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- Teachers have good subject knowledge but an inconsistent understanding of how students learn best. Interactions with students ensure active engagement in learning and development of independent learning skills. The skills of asking targeted open ended questions and promoting critical thinking is under-developed.
- The quality of teaching is consistently good across the school. Teachers' planning for conceptual understanding and inquiry and the identification of strategies for supporting language acquisition learners is under-developed.
- Although differentiation is a feature of lesson planning it does not always accurately identify the individual needs of all students. Consequently the more able students are not always sufficiently challenged in lessons. The use of assessment data, especially CAT4 data, in planning to inform teaching is a developing feature across the school.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- The school has recently introduced a whole school, formative assessment system to provide regular information on student attainment and progress linked to the school's curriculum standards. This has been well received by students and parents. However, the impact on students' outcomes is not fully evident.
- The use of testing to identify student potential and measure outcomes against national and international expectations is developing. Teachers are starting to use this to help them to plan lessons which are matched to the learning needs of all students.
- External assessment information is being used to support improvements to the quality of the curriculum, in order to develop students' learning skills, improve progress and raise attainment.

For development

- Make more effective use of reliable benchmark data to, accurately, identify students' learning potential.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale. Continuity of learning is supported by curriculum mapping between the phases, particularly between the MYP and DP. In all phases the curriculum is relevant and provides for a balance of knowledge, skills and understanding.
- A strength of the curriculum is the collaborative review, engaging all teachers in a degree of curriculum modification. In the PYP, the concepts to be learned are not always clear. As a result cross curricular links and inquiry learning are limited. In the MYP cross curricular connections are not mapped into unit plans.
- Curriculum enhancements include objectives from the UK curriculum being mapped into the PYP planning and additional subject choices in DP the through access to blended online learning. In the KG cross-curricular links are effectively embedded in the PYP framework.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- The curriculum is adapted to meet different student academic and emotional needs. The IB programmes supports investigations of issues of local and global significance. In the KG the provision of frequent choices enables children to develop independence and personalise learning.
- The extra-curricular programme has been developed to include more choice and diversity of activities. Through Service in Action and CAS, MYP and DP students are beginning to be involved in local activities. However, in the PYP student initiated action is not a consistent feature of the curriculum.
- Whilst enterprise, innovation and creativity are mapped into the curriculum at all levels, there are only a few examples, across all subject areas, of students engaged in designing, developing, carrying out and reflecting on their actions, in these areas.

For development

- Review the written curriculum in all phases, so that conceptual understanding is the focus for the planning of units rather than topics, to further support cross-curricular connections between subjects.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school policies for protecting students from bullying and cyber dangers are effective. Procedures to support students and provide them with safety advice work well. However, the monitoring and identification of adults on the premises is not systematic.
- School contractors provide effective maintenance, cleaning and management of all facilities. Medical services offered by the clinic are of high quality providing for very good monitoring of student health.
- Advice to students and their parents ensures healthy food choices. Students benefit from outdoor play, fresh water and shaded areas. Premises and resources are very well suited to the educational needs of all students.

	KG	PYP	MYP	DP
Care and support	Very good ↑	Good ↑	Good ↑	Good

- There are positive relationships between students and adults. Students are clear as to the rules for managing their behaviour. There are effective systems to promote and monitor attendance. Punctuality has improved but still too many students arrive late to assembly or to class at the start of the school day.
- Procedures for identifying students with special educational needs and disabilities (SEND) are thorough and accurate. The identification of those students who are gifted and talented requires further development. Some career and course advice is provided for older students.
- The overall quality of care and support has improved. Students receive an effective range of advice from the experienced counsellor and clinic staff. There is inconsistency in the academic guidance and support in class for some more able students and those with SEND.

For development

- Improve the punctuality of students arriving at school.
- Develop more rigorous systems for the monitoring and identification of all adults who may be present on the school campus.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Governors have a clear commitment to providing resources to meet the needs for students with SEND. The school has developed an improvement plan and an inclusion governor and champion have been appointed. The special needs coordinator provides effective management and leadership.
- Procedures to identify students with SEND have improved. New assessment systems and the greater involvement of outside specialists, ensure accurate recognition of individual learning needs. The school recognises the need to identify more students who are gifted and talented.
- Parents work closely with the school to support their children's individual needs. Regular meetings are held to discuss progress and to review the agreed targets. Parents greatly value the advice the school provides.
- All individual education plans contain information and time lines for achieving the individual targets. However, some of the targets do not have a short term focus with identified smaller identified steps. As a result the record of progress is not always precise.
- Most students make good progress towards their targets. Progress is consistently high when individual support is provided by the experienced specialist teachers. Learning support staff make a valuable contribution to students' individual achievement across the school.

For development

- Identify and support students who are gifted and talented.
- Review IEP goals to ensure they are focused more closely on shorter term, clearly identified and measureable smaller steps on the student's learning journey.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good ↑
Governance	Good
Management, staffing, facilities and resources	Good ↑

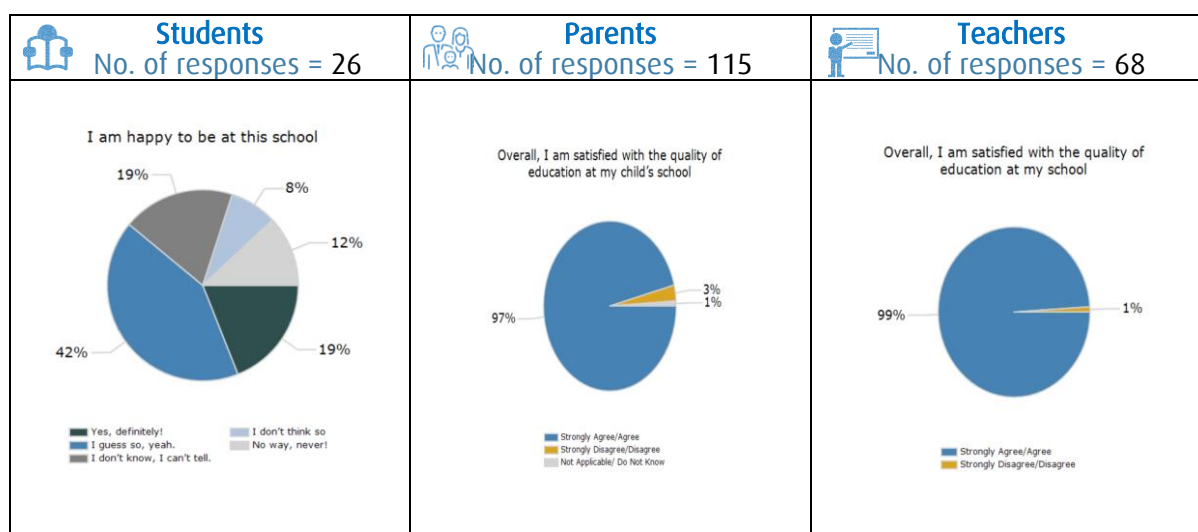
- The school leadership team has a vision for the school that is closely linked to the UAE national and Emirate priorities. They promote an inclusive and caring ethos, which is focused on supporting students to access a bilingual curriculum, through a positive learning culture in all phases of the school. The processes for driving change to achieve their aims are not systematic.
- Senior leaders have recognised and prioritised areas for further development, based on the recommendations of the previous inspection report and their own self-evaluation. Improvement plans have been developed to implement actions aligned to the priorities. These strategies are beginning to bring about some positive change but reliable evidence of the impact of these actions on students' learning is limited.
- The parents are actively involved in the education of their children and the views of the parent are regularly sought. The lines of communication between the school and the parents are effective. Parents are positive about the new regular reports they receive about their children's attainment and progress.
- The governing body comprises the owner's representatives and two external advisors; there is no parent representation. The board meets regularly. They are supportive of senior leaders but are insufficiently proactive in the strategic management of the school.. The governing board have considered the recommendations of the previous report. They ensure that appropriate staffing and resources are available.
- The day-to-day management of the school is effective for almost all students. There are some timetabling arrangements for very small classes (Arabic B and DP) that do not fully support the learning needs of the students. The school has appropriately qualified staff who are well-deployed. . It provides a range of facilities and resources for effective teaching and learning.




For development

- Collect and analyse measureable data for the analysis of impact on student outcomes.
- Focus teacher evaluation on the teacher's impact on student outcomes.

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	<ul style="list-style-type: none"> The most positive responses are in relation to working with students who are different from themselves, and their understanding of Islamic values in Dubai. A minority of respondents were not satisfied with the quality of education offered by the school.
 Parents	<ul style="list-style-type: none"> Almost all parent respondents are satisfied with the education the school provides for their children. Parents indicated that their children are happy and feel safe at school. The areas of concern for a minority of the parents are reading for pleasure at home and literacy and reading in Arabic. The inspection findings support in general the parents' views.
 Teachers	<ul style="list-style-type: none"> Almost all teachers who responded are very positive. A few teachers considered that student respect for other students and adults could be improved. A few teachers indicated that the professional development they receive is not enabling them to be better teachers.

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