

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

GOOD



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Sheikh Rashid
Bin Saeed
Islamic Institute

Celebrating
10 years of
inspections

SHEIKH RASHID BIN
SAEED ISLAMIC INSTITUTE

MoE CURRICULUM

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School information

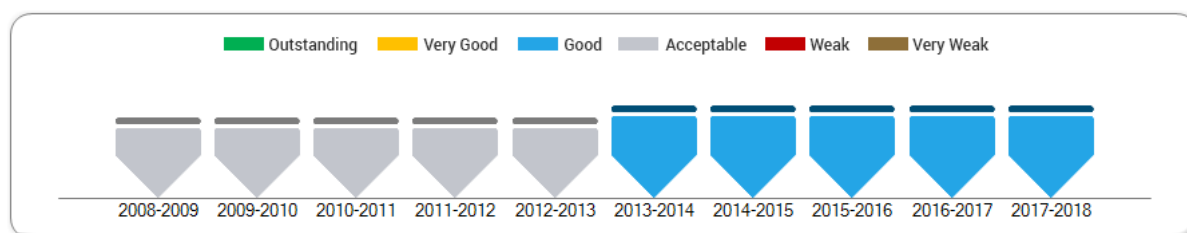
General information	
Location	Dubai Academic City
Type of school	Private
Opening year of school	2002
Website	www.rid.ae
Telephone	04-368-8532
Address	Academic City P.O. Box 74544
Principal	Dr. Ahmed Mohammed Noor Al Muhairi
Principal - Date appointed	8/3/2002
Language of instruction	Arabic
Inspection dates	13 to 15 November 2017

Teachers / Support staff	
Number of teachers	24
Largest nationality group of teachers	Egyptian
Number of teaching assistants	0
Teacher-student ratio	1:5
Number of guidance counsellors	2
Teacher turnover	4%

Students	
Gender of students	Boys
Age range	12-18
Grades or year groups	Grade 6 to Grade 12
Number of students on roll	113
Number of children in pre-kindergarten	0
Number of Emirati students	113
Number of students with SEND	1
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	CAT4, IBT
Accreditation	MoE
National Agenda benchmark tests	IBT

School Journey for Sheikh Rashid Bin Saeed Islamic Institute



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

Sheikh Rashid Bin Saeed Islamic Institute was inspected by DSIB from 13 to 15 November 2017. 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 leadership of the school is good overall. Leaders have addressed the recommendations from the previous inspection report, especially the support for students having difficulty in their studies. The school has a systematic and rigorous approach to evaluating its work, based on close monitoring of teaching and learning. Most, but not all leaders and governors understand how to use assessment data to modify the curriculum for better learning. The staffing, facilities and resources at the school are of good quality.

Students' achievement

Students make mostly good progress in learning the five key subjects. Their achievements are highest in Islamic education. Their practical skills in learning science are developing well. The quality of their learning skills is good overall, but opportunities for students to develop independence are limited.

Students' personal and social development, and their innovation skills

The boys' personal and social development are a strength of the school. The boys in Cycle 3 have very positive attitudes towards school, their younger schoolmates and their teachers. Their behaviour is exemplary and their rate of attendance is high. They demonstrate a secure understanding of Emirati culture, but their understanding of other world cultures is limited.

Teaching and assessment

The quality of teaching is good overall. A majority of lessons feature skilled teaching and as a result most boys make good progress. The dialogue in lessons is usually productive, but in some lessons the teachers talk for too long. The assessments of learning are of mixed quality. Some teachers use assessment information to plan lessons, but many do not. As a result, some lessons do not challenge the boys properly.

Curriculum

The curriculum is of good quality. It meets and exceeds the requirements of the Ministry of Education (MoE) and supports the mission of the school. The curriculum has a focus on Islamic education, but also provides opportunities for sports and other activities. The extended school day means that boys at this school study significantly more than those at other MoE schools in Dubai.

The protection, care, guidance and support of students

The school's provision for the health and safety of the boys is of high quality. They are safe at all times in the school and on the buses, due to strong supervision and effective policy implementation. All staff members are aware of the safeguarding measures in place. The support for students with special educational needs and disabilities (SEND) has improved, as has the support for those having academic or personal difficulties.

What the school does best

- The good progress in learning the key subjects and good learning skills, especially in Islamic education
- The high quality of the personal and social development of the boys
- The good quality of the curriculum, teaching and assessment for learning
- The good or better protection, care, guidance and support for the boys
- The good leadership of the school which ensures the mission of the school is realised

Key recommendations

- Improve the progress that Cycle 2 students make in learning mathematics so that their attainment is good.
- Improve the use of assessment information so that:
 - all sources of data inform the curricula that teachers teach
 - students learn at the right levels of difficulty
 - students develop subject-specific skills.
- Improve governors' knowledge of the school so that they can better support the leadership team in achieving the best possible outcomes for the students.
- Ensure all requirements of the National Agenda Parameter are fully met.

Overall School Performance

Good

1. Students' Achievement

		Cycle 2	Cycle 3
Islamic education 	Attainment	Very good	Very good
	Progress	Very good	Very good
Arabic as a first language 	Attainment	Good	Good
	Progress	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
English 	Attainment	Good	Good
	Progress	Good	Good
Mathematics 	Attainment	Acceptable ↓	Good
	Progress	Acceptable ↓	Good
Science 	Attainment	Good	Good
	Progress	Good	Good
		Cycle 2	Cycle 3
Learning skills		Good	Good

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
Social responsibility and innovation skills	Good	Good

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	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 of the school in meeting the National Agenda Parameter targets:

- Students' attainment on the National Agenda Parameter (N.A.P) benchmark test meets expectations in Arabic, English and mathematics and is below expectations in science.
- The school meets the registration requirements for the N.A.P.
- The school's National Agenda (NA) action plan addresses the issues of dissemination of information, training and registration. Not all governors are aware the requirements or the significance of the NA.
- The CAT4 test data has been received and discussed by the school's leaders. Senior leaders have compared the school's N.A.P average marks with the Dubai averages.
- The curriculum is linked closely to the requirements of TIMSS and PISA tests, with support being offered to those students who will participate in future testing.
- Teachers are beginning to use more open-ended tasks and open questioning. These changes are in the early stages of development and are not fully implemented.
- Students' results in the N.A.P tests have not been used to influence learning and their research skills remain less than effective.

Overall, the school's provision for achieving National Agenda targets is below 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: Governance and Leadership; Learning and Intervention; and, Personalisation.

- All students are Emiratis and school leaders and governors are committed to continuing to raise their achievements. Subject leaders and teachers are held responsible for students' progress and outcomes. Leaders are aware of the need to ensure that students engage in activities which develop their thinking and verbal reasoning skills.
- Emirati students have very positive attitudes towards their learning, behave very well and enjoy school. Most persevere on tasks throughout the day. They cooperate effectively in paired and group activities, as in science and Islamic studies. They communicate their ideas successfully in whole class sessions.
- The school implements curricular adaptations which support most students well. There is now better identification of students with SEND, lower attaining students and those who are gifted and talented. These students receive modification of the curriculum, but in a few lessons tasks are not sufficiently personalised to meet individual learning needs.

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

Moral Education

- The school is implementing the moral education programme (MEP) curriculum for Grades 6 to 9 and is integrating it within the curriculum framework. The school attempts to engage families in the programme.
- The school has selected appropriate teachers for the MEP, who also teach UAE social studies. The school has allocated one discrete period per week for each of the relevant grades.
- Students occasionally explore the concepts of the MEP in their own way and at their own levels. They actively participate in some of the lessons.
- Students' learning in the MEP is not currently assessed or reported to parents. Teachers have commented that the assessment of MEP should take account of how students feel, think and act.

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

Social Studies

- The UAE social studies curriculum is taught in Arabic as a discrete subject, and uses MoE textbooks. The curriculum meets the MoE requirements in Grades 6 to 12.
- The teaching sufficiently engages students in lessons. Teachers have reasonable subject knowledge and plan appropriately, using textbooks and online sources.
- Students work collaboratively, but their critical thinking and research skills are under developed.
- This subject is assessed mainly through formative tests, ensuring that students are making adequate progress. Assessments of learning are content-based.

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


Innovation in Education

- Grade 8 students, have participated in workshops to develop the understanding of innovation. However the development of innovative learning skills by students is in its very early stages.
- Students turn ideas into socially practical projects. Following students' suggestion, water from ablutions is now channelled to the outside to water trees.
- Teaching for the development of innovation skills is increasing, but not routinely or systematically developed.
- The curriculum usually features emphasis upon the discrete MoE curriculum elements, not the learning. This approach limits the students' development of problem solving skills at their own levels.
- Innovation at the school is better understood by some leaders than others. School leaders are developing a vision to promote innovation.

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

Main inspection report


1. Students' achievements

		Cycle 2	Cycle 3
Islamic education 	Attainment	Very good	Very good
	Progress	Very good	Very good

- Students' recitation skills and memorisation of the Holy Qur'an are very strong, especially in Cycle 2. In Cycle 3, a large majority of students make better than expected progress in the Fiqh and the interpretation of the Holy Qur'an.
- In both Cycles, students have solid knowledge of Hadith, Islamic principles and values. They link and apply their learning to their daily lives and the laws of the UAE. Similarly, their understanding and interpretation of the Holy Qur'an and Seerah is very strong.
- Students' abilities to enquire and research on their own are inconsistent. Similarly, older students' citation of references in their research are limited.

For development


- Improve students' ability to cite supporting evidence from the Holy Qur'an and Hadith and to make proper citations in writing.

		Cycle 2	Cycle 3
Arabic as a first language 	Attainment	Good	Good
	Progress	Good	Good

- Across both Cycles, the attainment of the majority of students is above the MoE curriculum standards. Students are particularly strong in their acquisition of Arabic vocabulary and knowledge of grammar.
- Students have well developed listening skills and they are confident in using classical Arabic. However, they are not always challenged to give extended responses to questions. Students' reading comprehension skills are strong and they are making good progress in grammar and poetry.
- In lessons students are exposed to different types of text. However, some are not guided effectively to develop their writing skills. Overall, students' attainment and progress are broadly similar to what they were in the previous inspection.

For development


- Provide opportunities for students to write for different purposes and with detailed guidance on how to improve their writing skills.

		Cycle 2	Cycle 3
English 	Attainment	Good	Good
	Progress	Good	Good

- The results of internal and MoE tests vary widely across the grades. However, lessons and students' work show that the majority of students attain above MoE curriculum standards and make mainly good progress. Achievements levels are similar to previous years.
- Most students are exceptionally good listeners and articulate speakers of English as an additional language. Although students' opportunities to write at length are limited, their factual writing is stronger than their creative writing. The skills of literary criticism and analysis of text are not as well developed.
- Students are encouraged to make connections between what they read and what they know. Opportunities for lengthy discussions in lessons are improving students' vocabulary and confidence in expressing their ideas and opinions.

For development


- Improve students' extended writing skills in both phases by providing more opportunities to write creatively and at length.

		Cycle 2	Cycle 3
Mathematics 	Attainment	Acceptable ↓	Good
	Progress	Acceptable ↓	Good

- A majority of students in Cycle 3 continue to attain better than grade related expectations. In Cycle 2, their attainment is in line with expectations in lessons, on internal assessments and in the MoE N.A.P tests. Achievement has declined in Cycle 2.
- Students' skills in manipulating number are stronger than those of geometry or data handling. Students are comfortable using their arithmetic knowledge to solve problems and enjoy memorising formulae. Their skills in applying mathematical knowledge or using it to reason are not as strong.
- Mathematical skills are not being consistently developed. Mental mathematics practice and the use of real world problem solving are too infrequent for maximum progress to be made in both phases.

For development

- Increase opportunities for students to collect data from several sources, use reason, draw conclusions and justify their thinking.

		Cycle 2	Cycle 3
Science 	Attainment	Good	Good
	Progress	Good	Good

- Internal assessment information indicates good levels of attainment. Students make similar rates of good progress across the school in all areas of science.
- Students carry out practical work effectively and follow written instructions well. Most are able to make accurate observations and measurements. However, they are less skilled at making reasoned hypotheses and then planning and conducting their own investigations.
- Students have strong understanding of how science links to the real world, but are less able to use their knowledge to suggest effective scientific solutions to problems.

For development

- Develop better understanding of the scientific method to independently plan, conduct and conclude experiments.

	Cycle 2	Cycle 3
Learning Skills	Good	Good
<ul style="list-style-type: none"> Across the school, students enjoy learning and work well in teams, supporting each other. They can clearly explain what they are learning. In Cycle 2, a minority do not effectively identify and plan simple steps to improve their knowledge and understanding. Students relate their knowledge well to the real world, but are less skilled at making connections between different areas of learning. Although they think critically about issues in Islamic studies, their critical thinking and problem solving skills are underdeveloped in other subjects. Students' abilities to carry out simple research tasks using technology have improved, but they rarely carry out extended research tasks. More than a few have not yet developed the skills of independent learning, particularly those in Cycle 2. 		

For development

- Provide opportunities for students to become independent learners, especially in Cycle 2.

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding
<ul style="list-style-type: none"> Across the school, students have high rates of attendance and show very positive and responsible attitudes towards their work. Cycle 3 students are the most self-reliant. Their exemplary behaviour provides good role models for the younger students. Students, particularly in Cycle 3, show excellent self-discipline and impressive maturity in their relationships with each other and with teachers. There is a strong ethos of mutual support and consideration for others. Students understand and practice healthy eating. They participate in activities that promote their health and safety such as their participation in regular physical activity. 		

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good

- Students across the school demonstrate deep knowledge and a secure understanding of Islamic values. They can confidently share rich experiences of how these values are manifested in their everyday life. Their knowledge of the UAE's culture and heritage is well developed.
- Strong links with the UAE culture are maintained by integrating Emirati culture within the curriculum. As a result, students' understanding of their traditions and life features is secure.
- Students' knowledge and understanding of worldwide cultures is less well developed.

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good

- Students' social responsibility is strong in both phases. A particular strength is students' acute awareness of their responsibilities as citizens of the school and the UAE.
- Students make meaningful contributions to the morning assemblies. The student council has been instrumental in making changes to the school, including the addition of a second computer room. Awareness of environmental issues is good. Students initiated and implemented a plan to use the water from ablutions to irrigate the nearby plants and trees.
- Students have a strong work ethic and are resourceful. However, in some lessons they are given insufficient opportunities to show initiative.

For development

- Provide frequent opportunities for students to use their initiative in many different situations.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- The quality of teaching is strong across both cycles, but is less consistent in Cycle 2. Teachers know their subjects well and most plan purposeful lessons that challenge and engage the students.
- In the best lessons, teachers' questioning of student promotes thoughtful discussion and develops students' critical thinking skills. Teachers plan well-structured lessons to meet clear objectives, and help students to build on their prior learning.
- The quality of differentiation varies but has improved since the previous inspection. However, it is not always based on the use of assessment data. Students are encouraged to use technology for basic research, but teachers are only in the early stages of providing opportunities for students to develop independent learning skills.

	Cycle 2	Cycle 3
Assessment	Good	Good

- All subject leaders are aware of the range of data available to track students' progress. However, some internal assessment data is not reliable and teachers' understanding of how to measure students' progress has not improved since the previous inspection.
- The analysis of assessment data and the use of accurate and detailed information about students are not fully developed. Data are beginning to be used more effectively by teachers in the Islamic education and English departments. The use of data to modify teaching strategies is inconsistent across different subjects, particularly for students with SEND.
- The school has received CAT4 data to identify students who have weaknesses or strengths in particular aptitudes, such as verbal reasoning. Most teachers do not use this data to accurately judge progress of individuals or cohorts.

For development

- Improve the analysis of assessment data so that it provides accurate information to identify students' needs and track their academic progress.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good

- The curriculum is based upon the UAE MoE guidelines and meets all requirements. It is balanced and has a clear rationale. It is supplemented by extra activities to ensure its alignment with the school's vision and mission especially in Islamic education. =
- The curriculum is well designed and planned to ensure continuity and progression. There are smooth transitions in content through the grades and between cycles. However, progression in skill development is inconsistent between some subjects. The curriculum prepares students well for the next steps in education.
- The curriculum is reviewed regularly in all subjects to ensure that it meets the needs of most students. However, the planning and implementation of cross curricular links remains inconsistent between subjects, which limits the transfer of skills.

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- The school is generally successful in ensuring that teachers modify the curriculum to meet the needs of most students. The curriculum is increasingly taking account of students of all abilities and learning styles, including students with SEND.
- The curriculum offers a few opportunities for enterprise, innovation and creativity A range of additional activities and clubs, held in school time, enhance students' academic and personal development. Students are involved in some charitable events that support their local and wider communities.
- Students successfully develop a broad understanding of the culture and heritage of the UAE from learning experiences identified in the curriculum. From assemblies, Islamic and social studies they gain the knowledge and appreciation of their Emirati traditions and values, which influence the society of Dubai.

For development

- Provide regular opportunities for all students to engage in activities that promote their innovative, creative and problem solving skills.

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
<ul style="list-style-type: none"> The provision for the health and safety of students and the staff remains of very high quality. The boys are safe on buses, during transit and in the school buildings. The policies and procedures for health and safety, including evacuation drills, are very effectively followed. Special measures to monitor the health of students are in place. The school provides all students with healthy food each day. Morning exercises ensure that all students have physical exercise daily. The measures for safeguarding students include educational visits by the Dubai Police, the local child protection agency and tight controls over internet access. Students have been well informed about cyber safety and appropriate use of social media. All staff understand and follow the child protection policy. 		
	Cycle 2	Cycle 3
Care and support	Good	Good
<ul style="list-style-type: none"> Staff members are aware of the individual needs of the students in their care. Relationships across the school are respectful and positive. Systems for managing behaviour are known to all students and teachers. There is a calm and purposeful working atmosphere across the school. Systems for monitoring attendance and punctuality are thorough. Parents are quickly notified of any absences or concerns regarding individual students. As a result, the school is successful at promoting and maintaining very good levels of attendance. Few students with SEND are identified. Since the previous inspection, the school has recognised a number of students who require additional levels of academic support, including those who are gifted and talented. Teachers and the school counsellor provide appropriate and often good support for students with SEND and learning needs. Whilst some effective programme modification is seen across the school, it remains inconsistent. Support systems for monitoring students' well-being and personal development are effective. Positive relationships within the school ensure that students ask for support when necessary. The school and outside institutions provide good guidance and advice to older students regarding career choices. 		
For development		
<ul style="list-style-type: none"> Ensure that students with SEND and those requiring additional support receive tasks that are consistently matched to their individual learning needs. 		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- School leaders and governors are committed to meeting the needs of students with SEND. However, admission procedures are not fully inclusive and the school has not nominated an inclusion governor or champion. The special needs coordinator provides good leadership.
- Processes to identify students with SEND have improved and now include students who are gifted and talented. The school uses information from a variety of assessments to identify students' needs.
- The partnership with parents is positive. Parents are pleased with the help, support and advice they receive. The regular meetings that are held are not recorded and do not always inform future plans, goals and specific supports needed.
- Although the individual education plans (IEPs) contain information that relates to a specific student's needs they do not encompass clear and measurable targets to identify and overcome any barriers to learning.
- Most students make acceptable progress relative to their personal targets and learning needs. In many of the lessons observed the lesson plans contain insufficient detail or clarity about the support students would receive.

For development

- Ensure parents, students and teachers are involved in writing IEPs, which are precise, with measurable targets relevant to individual students' primary needs.

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

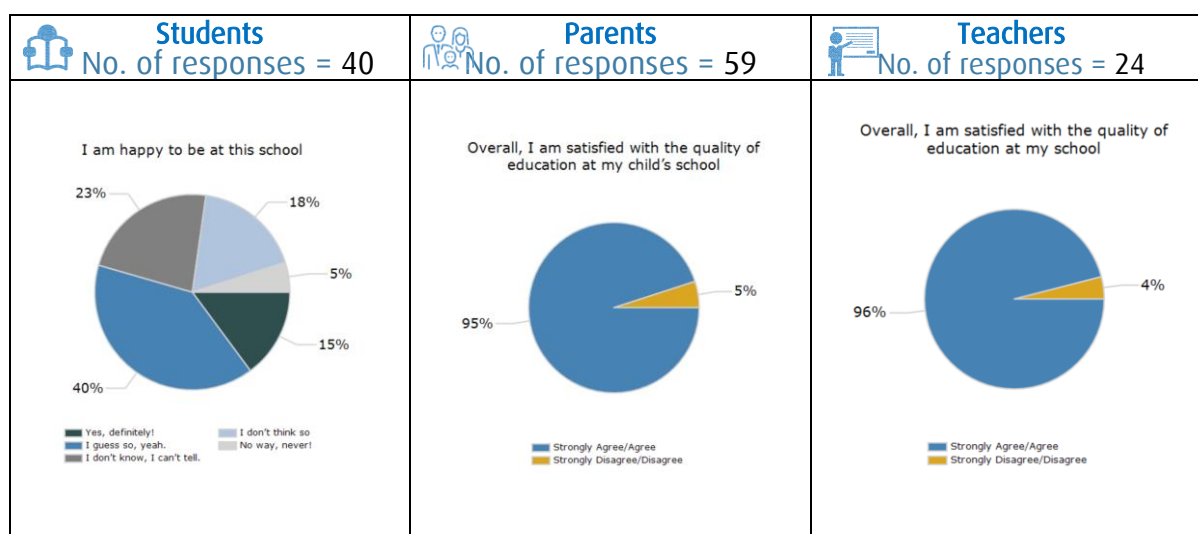
- The leadership of the school remains good, as all leaders work together to achieve the school's mission. There is a shared vision for the future of the school and all leaders are committed to achieving it. Leaders understand the national priorities and most, understand the best practices in teaching, learning and assessment.
- The school's processes for self-evaluation are systematic and involve all leaders, using both internal and external sources of information. Their evaluations of provision and outcomes are almost all accurate, based upon realistic appraisals of teaching and learning. The improvement plans are adequate and have achievable goals. The school has improved in several important aspects in less than a year.
- The school very effectively engages parents so that they are very supportive, well-informed partners in their children's learning. They are enabled to make suggestions to the school, knowing that the school will listen to them. Since the last inspection, the school has incorporated mothers onto the parent council and increased the number of partnerships with international organisations. New links with ten international schools are developing.
- All stakeholders are included in the governance of the school and their opinions are considered frequently. Governors monitor the work of leaders and hold them accountable for results. Not all governors demonstrate understanding of the UAE National Agenda and the results of external tests. Governors ensure that all statutory requirements are met and that the school has the staff and resources to achieve its mission.
- The school operates very smoothly on a day to day basis in high-quality premises. Staff are well qualified and effectively deployed to serve the school's aims. Since the last inspection, classrooms have been improved and technology added, but more remains to be done to further enrich classrooms, the library and fulfil the school's intention to enable students to use technology in all classrooms.




For development

- Share the current good practices in the use of assessment information between subject leaders.

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"> Most senior students who responded to the survey have positive opinions about the school.
 Parents	<ul style="list-style-type: none"> Almost all parents who returned the survey, express satisfaction with the quality of the school's provision and outcomes. More than a few disagree with the statement that school promotes literacy and a love of reading in English.
 Teachers	<ul style="list-style-type: none"> All teachers who responded to the survey are very positive in their opinions about the school's provision and outcomes.

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