



Al Rashid Al Saleh
Private School

 Curriculum: MOE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion	21
6. Leadership and management	22
The views of parents, teachers and senior students	25



School information



General information	
Location	Oud Metha
Type of school	Private
Opening year of school	1971
Website	www.alrashed-alsaleh.com
Telephone	00971-4-3376126
Address	Oud Metha, um Hurair. PO Box 4458Dubai
Principal	Sister Samira Ayoub Botrus
Language of instruction	Arabic
Inspection dates	09/01/2017 to 12/01/2017

Teachers / Support staff	
Number of teachers	170
Largest nationality group of teachers	Arab
Number of teaching assistants	12
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	24%

Students	
Gender of students	Boys and girls
Age range	4-19
Grades or year groups	KG 1 - Grade 12
Number of students on roll	2626
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	189
Number of students with SEND	89
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	NAP
Accreditation	None
National Agenda benchmark tests	IBT



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.

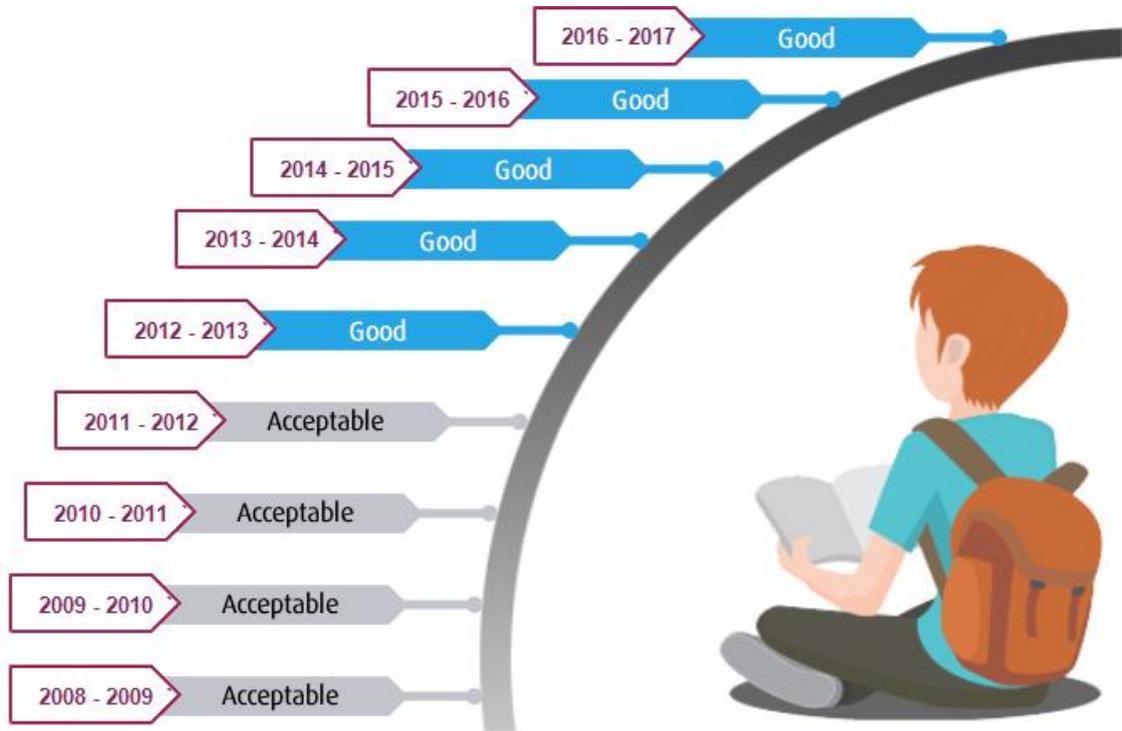
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Al Rashid Al Saleh Private School



- The school was opened in 1971 during the rule of H. H. Sheikh Rashid Al Maktoum. The school principal has been in post for 38 years. There are currently 2626 students attending the school. Thirty eight teachers joined the school in September 2016, making a total of 170.
- The previous three inspections have acknowledged the many strengths in students' personal and social development and the excellent arrangements to ensure the safety and security of all students. The most recent inspection also highlighted a strong awareness and understanding of Islamic values shown by students.
- Recommendations over the same period of time focused on the need to adapt the curriculum to meet the needs of all students, to refine and strengthen assessment systems and to ensure that teachers have consistently high expectations of student achievements, across all subjects and in all lessons.

Summary of inspection findings 2016-2017



Al Rashid Al Saleh Private School was inspected by DSIB from 9 to 12 January 2017. Click here to enter text. 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.

- The attainment and progress of students is at least good in all subjects and across all cycles. Progress is very good in Islamic Education throughout KG and Cycle 1 and also in English across KG and Cycle 2. In mathematics, attainment and progress are at least good across the school and are very good in Cycle 3. In English in Cycle 3, attainment is very good and students make outstanding progress.
- The personal and social development of students is a strength of the school; it is outstanding across all phases. Throughout the school, students have an excellent knowledge of Islamic values. They also have a deep appreciation of their own culture and a genuine respect for the cultures of others.
- Overall, teaching for effective learning is good across the school. Assessment processes, which are aligned well to the school's curriculum standards, are coherent and consistent. They are mostly effective.
- The design and implementation of the MoE curriculum is good. However, it is not always suitably adapted to ensure effective continuity and progression for all students.
- As a result of very effective processes and procedures, the school provides a safe and secure environment. The level of care and support for all students and in all phases is good, except in Cycle 3 where it is very good. The school provides academic and careers guidance that is useful and thorough. It provides clarity and is appreciated by parents and students.
- The principal provides strong leadership and dedication. Her leadership teams work diligently to secure good outcomes for students in all phases. The partnerships with parents are very strong. These result in a real appreciation by families of all that the school does for their children. Governors are effective in their roles, working conscientiously and holding school leaders to account. They also provide support when required.

What the school does best

- The progress students make in developing English language skills is very good in KG and Cycle 2; it is outstanding in Cycle 3.
- The behaviour and attitudes of the students are consistently outstanding.
- Students' awareness and understanding of Islamic values are exceptionally strong across all four cycles.
- The school provides many excellent opportunities to develop students' social responsibility.
- The arrangements made to keep students safe and secure are highly effective.
- Effective partnerships with parents are a strong feature of the school.

Recommendations

- Adapt the curriculum for all subjects and in all cycles to:
 - ensure the continuity and progression of what students learn, in all subjects and from year to year
 - enable teachers to differentiate work which challenges students and is always well matched to their abilities
 - develop subject-specific skills alongside the development of knowledge and the understanding of concepts, particularly in science
 - identify frequent opportunities for extended research, critical thinking and student-led investigative work.
- Senior and middle leaders should work together to implement a systematic and rigorous approach to evaluating learning which:
 - measures progress effectively and frequently ensuring also that teachers' subsequent interventions raise students' levels of achievement.
 - enables teachers and subject leaders to use internal and external data to identify appropriate starting points in learning to assist in their providing challenging and differentiated work in each lesson.

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 their targets:

- Students' attainment in English, mathematics and science in the November 2015 IBT test is below expectation.
- The school does not fully meet the registration requirements for the National Agenda Parameter.
- The school analyses the data available from the National Agenda tests and uses it to modify the curriculum by adding topics or by placing a sharper focus on particular skills identified as weak.
- The school meets expectations in aligning its curriculum with TIMSS and PISA. Subject leaders enrich the curriculum to cover the required content and skills. In addition, they have one class period each week to train students on answering TIMSS-like and PISA-like questions.
- The opportunities that students are given to develop their critical thinking are not provided consistently across the school. However, teachers often include critical thinking in their lesson plans. In the most effective lessons some teachers ask open-ended questions that challenge students to think deeply.
- Students are given limited opportunities to carry out independent research inside the classroom. In the upper levels they use their own devices to carry out research in some lessons. Most of the research they do, however, takes place at home and the findings are then presented in class.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Very good	Very good ↑	Good	Good
Arabic as a first language 	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Good ↑	Good	Good	Very good
	Progress	Very good ↑	Good	Very good ↑	Outstanding
Mathematics 	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
Science 	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good ↓

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good	Good	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Very 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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Good	Very good
Arabic as a first language	Good ↑	Good
Arabic as an additional language	Not applicable	Not applicable
English	Good ↑	Very good ↑
Mathematics	Good	Good
Science	Good ↑	Good

- In Islamic Education, a majority of the children attain levels that are above the MoE curriculum standards. They can, for example, identify the Five Pillars of Islam, the Six Pillars of Faith and can also recall simple Du'aa (supplications). Children develop skills very quickly and this enables the majority of them to memorise a number of short Surahs (chapters) from the Holy Qur'an. Considering their starting points, children make very good progress and go on to attain a good standard of knowledge and understanding in this subject.
- In Arabic, the majority of children reach attainment levels above curriculum expectations. This is demonstrated in their writing and in their ability to identify letters and recognise sounds with confidence. Children can also read and write familiar words with short and long vowels. More able children can read short paragraphs with few pronunciation mistakes. The use of classical Arabic is not as strong in this phase. Overall, the progress made by children in the development of their reading enables them to attain a good standard.
- The majority of children demonstrate levels of knowledge, skills and understanding in English that are above the MoE standards. Speaking and listening is a notable strength in this phase. Given their modest starting points, the large majority of children make rapid progress in developing and acquiring English language and communication skills. As a result, the standards attained in all aspects of the subject are good overall.
- The majority of children show a level of understanding of key mathematical concepts that is above the MoE curriculum expectations. As a result of good skills development and a secure knowledge of subject-specific vocabulary, children can apply themselves effectively across a range of mathematical contexts.
- The majority of children show good understanding of scientific concepts and are able to use scientific vocabulary in context. They consistently achieve above curriculum standards. Children quickly develop the necessary enquiry skills, such as observing, inferring and hypothesising. They can discriminate between living and non-living things and their five senses. They are also able to describe accurately the properties and range of uses of water. Children are familiar with basic scientific concepts such as floating, sinking and melting. In science lessons they are curious and keen to make sense of the world around them.

 Cycle 1		
Subjects	Attainment	Progress
Islamic education	Good	Very good 
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Students have good attainment in Islamic Education. This is reflected both in lessons and over time, as seen in assessment information and in work samples. Students show a good understanding of facts about the Prophet's (PBUH) life and can infer lessons from them. As in KG, students learn quickly. Although the overall standards in the subject are good, girls generally attain at a higher level than boys.
- In Arabic, the majority of students attain levels above expectations. National Assessment Programme (NAP) test results are higher than average. Students have strong listening and reading skills which can be seen, for example, in Grade 5 where they read poems with different themes and express their views well. The use of classical Arabic is not as strong, particularly in lower grades.
- In English, attainment is above curriculum standards in speaking, reading and writing. Students make rapid progress in listening and speaking in the lower grades. This is because teachers are good role models and frequently provide opportunities for students to practise their speaking skills. Most students make good progress in reading comprehension, although access to good quality books is limited. They develop an age-appropriate vocabulary and a secure understanding of basic grammar. Students then use this to good effect in writing short passages about familiar topics.
- As measured by MoE curriculum standards, attainment and progress in mathematics are good in all grades of this cycle and across all aspects of mathematics. For example, in Grade 1 most students can identify and name geometric shapes and use their knowledge to solve problems involving the perimeter of rectangles. In Grade 3, the majority of students are able to apply their skills to solve problems involving area and volume. External tests confirm the good level of achievement for students throughout the cycle.
- A majority of students exceed expectations in their knowledge and understanding of scientific concepts. This is confirmed by UAE NAP test results, although internal assessment data suggest even higher levels of attainment. The progress students make in lessons is good overall. This is supported by substantial gains in students' scores in the UAE NAP exams as they move from Grade 3 to Grade 5. Very rapid progress is often prevented by didactic teaching and the lack of opportunities to conduct scientific investigations independently.

 Cycle 2		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Good	Very good 
Mathematics	Good	Good
Science	Good	Good

- The levels of understanding in Islamic Education, exhibited by the majority of students, are above MoE curriculum standards. This is reflected in lessons and in their written work, where students demonstrate a secure understanding of the Holy Qur'an and of Hadith (Prophet's sayings). Consequently, students are able to infer rulings and guidance from them. In addition, they show clear understanding of Islamic concepts and principles such as people's responsibility and justice. However, students' recitation skills are weaker. Overall, the majority of students are making good progress, with girls outperforming boys.
- The majority of students in Arabic attain levels above national curriculum expectations. They are attaining levels higher than those in other schools in the UAE NAP tests. The strongest skill is reading comprehension. This can be seen, for example, in Grade 9 where students are able to read 'Al Mutanabbi' poems and explain the main ideas. However, students do not show the same ability when writing about the characters' motives. Therefore overall, students are developing their writing at a slower pace.
- Progress in English has improved considerably since 2015. A large majority of students are making better than expected progress, and a majority are attaining above curriculum standards and the UAE average. They possess well-developed speaking skills and are able to express their opinions clearly and confidently. Similarly, students are routinely reading increasingly complex texts. Consequently, students are developing well their comprehension and critical thinking skills. Most students perform well in their extended writing. However, their own editing skills are not well developed.
- Attainment and progress in mathematics are good. Students show good levels of understanding of mathematical concepts and processes, for example in Grade 7 where the majority of students can prove geometric theorems. UAE NAP tests in Grade 9 show that students are making above average progress compared to other MoE curriculum schools across the UAE.
- Students show good levels of knowledge and understanding of scientific concepts. These are illustrated by the UAE NAP results in Grades 7 and 9, which exceed the national averages. Students' progress over time is also good. Students make substantial gains in their scores in assessments as they move from Grade 7 to Grade 9. As in Cycle 1, students are sometimes restricted from making more rapid progress in lessons by a lack of opportunities to work independently, pursue investigations and apply scientific methods.

 Cycle 3		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Very good	Outstanding
Mathematics	Very good	Very good
Science	Good	Good ↓

- In Islamic Education, the majority of students attain levels that are above MoE curriculum expectations. This is shown by their clear understanding of Islamic law. In addition, students have a good understanding of the meaning of the Holy Qur'an and Hadith (the Prophet's (PBUH) sayings). They have a good working knowledge of Islamic concepts and principles, such as thankfulness to Allah, Halal and Haram. Students' progress in lessons and over time is also good.
- Attainment levels for the majority of students are above curriculum expectations in Arabic. Assessment results are high but trends over time are not consistent. Students read well and speak confidently in classical Arabic. Although students in the higher grades can debate well, they do not subsequently reflect the level of this debate in their writing. High ability students can write creatively, although progress is slower when activities do not match students' learning needs and abilities.
- Students' progress in English is exceptionally strong. This results in students attaining above curriculum standards and the UAE average in reading and writing. They also make outstanding progress in speaking, most notably in Grade 12. Here, students use sophisticated vocabulary and grammar when making informative presentations. Students use technology very competently for research and are developing efficient and effective skills in note taking. They express complex ideas clearly and use grammar and vocabulary accurately and effectively. Students' editing skills are not as well developed as are other skills.
- Attainment and progress of a large majority of students in mathematics are above expectations. This is evident in lessons and in students' exercise books. Most students develop a strong understanding of mathematical concepts, structures and relationships. By Grade 12, for example, students are able to use complex numbers in polynomial identities and equations. Most students attain levels that are above grade and curricular expectations in external and national assessments.
- Students' attainment and progress are good in the sciences. This is confirmed by UAE NAP tests and internal assessment data. In lessons, students are able to develop their understanding of complex scientific ideas. Their scientific skills are not as strong because of a lack of opportunities which challenge and enable them pursue independent and extended investigations. As a result, students are not attaining at the highest level.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Good	Good	Good	Good

- Students show an interest in their learning. They are easily engaged and enjoy work that provides challenges. In better lessons, well-established classroom routines help students to take ownership and responsibility for their work.
- Students relate well to each other. Group activities are regular features in most classes. Students are keen participants but they often work cooperatively rather than collaboratively. Students listen to their peers, exchange viewpoints and explore their learning through discussions and debate, particularly in Cycle 3.
- Students are able to make clear connections between subjects, particularly in mathematics and science. They often relate their learning to the world outside school. For example, in Grade 7, students measured angles in Burj Al Arab. They reflect on their learning and consider how they might then use newly acquired techniques to solve other mathematical problems.
- Most typically in Cycle 3, teachers provide opportunities for students to think critically and to solve problems. When students are challenged in this way, they can be enterprising and respond well with enthusiasm to find things out for themselves and to solve problems.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are very committed to the inclusive ethos of the school. They are enthusiastic, self-reliant and resilient learners. The student council is particularly active in modelling and promoting very positive attitudes. Older students also support younger children well. In lessons, older students in particular, demonstrate resilience and self-reliance. Students have high aspirations for themselves and thrive when being challenged in learning.
- With very rare exception, students behave well and have mature attitudes. They are courteous, helpful and friendly. In addition, they show a high degree of awareness of the needs of their friends and of those in the wider community. The excellent behaviour of students significantly contributes to the very positive climate of the school.
- Students support each other in many ways, being set the very best example by a caring and receptive body of staff. Students take pride in each other's achievements; such responses are seen, for example, in the excellent morning assemblies. Relationships amongst students and with staff are always respectful. All children feel nurtured, safe and treated as individuals in this community.
- The curriculum promotes the importance of making healthy lifestyle choices across all cycles. Whilst many admit to not always making the best choices, older students are able to express a clear understanding of the importance of eating well and of exercising. Students are sensible in the ways that they move safely around the building and when there are in large crowds.

- Whilst a number of students arrive late for school, most are punctual in the mornings and also for lessons throughout the school day. All students understand the clear link between excellent attendance and subsequent achievement. Reported rates of attendance are outstanding.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Students across the school have a clear understanding of the importance of Islam in the UAE. For example, they are able to explain how people can learn patience and empathise with the suffering of the poor. In addition, students exhibit an excellent understanding of the importance of tolerance in UAE society, including the need to treat all people equally regardless of their religion or origin.
- Students at all stages are aware of Emirati heritage and culture and are keen to talk in depth about it. They can provide details about the famous buildings in UAE such the Sheikh Zayed Grand Mosque. They also understand the relevance of national celebrations such as National Day, Flag Day and Martyrs' Day.
- Students are aware of the significant cultural diversity in the UAE and they understand the benefits and challenges that this brings. They are proud of their own culture and at the same time, they appreciate other world cultures. Indeed, many students can speak thoughtfully about other cultures; including their languages, historical sites, food and dress.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students view themselves as members of a vibrant learning community. They initiate and lead activities; a good example being the debating society led, for younger students, by more mature learners. The daily assemblies are excellent. They are planned for and led by students. These and many other contributions, including running charitable events, have a positive effect on the community.
- In lessons, students are fully engaged in their learning. They have a strong work ethic. Students routinely show resilience and resourcefulness. When given the opportunity, such as leading assemblies or working on innovative student council projects, students show that they can be creative. In this they take the lead, showing and developing wider key skills whilst benefiting the school and wider community.
- The school environment is cared for by students who are very proud of their community. They are aware of the importance of environmental sustainability and can talk about ways to support local and global conservation. In a model house design and construction project, students were able to talk intelligently about sustainability and conservation issues facing the country.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Good

- Teachers use their secure subject knowledge skilfully to plan lessons that develop students' learning well. For example, in KG and lower grades, teachers use familiar contexts and practical activities that engage young learners in meaningful experiences. Teachers in Cycle 3 encourage productive discussion to develop speaking skills to a high level. They ask skilful questions that allow students to draw their own conclusions when interrogating information.
- Most teachers supplement the curriculum well, using resources to plan interesting activities that are appropriately matched to learning objectives. Where planning is weaker, learning objectives are not clearly focused on skills development and not enough attention is given to students' prior learning. Most teachers ensure a good pace of learning. Occasionally there is insufficient time for students to complete tasks to a high enough standard and to then reflect on their learning.
- Most teachers use questioning effectively to promote understanding, for example when discussing a journalist's article on human values in Arabic. In the better lessons teachers engage in constructive dialogue that helps students reflect on and improve their work but in some other lessons, opportunities are missed for using dialogue to boost student progress.
- Most teachers use a range of strategies that motivate and inspire students, including enabling them to work together and make presentations. However, lessons are not always sufficiently personalised, particularly for higher attaining students and those who learn more slowly. In these cases their needs are not always well met.
- Teachers of English develop students' critical thinking and independent learning skills very well in Cycle 3, where students reflect on topical concerns, seek solutions to problems and undertake independent research. Teaching to develop these and other higher order skills is not as embedded in other subjects.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Good	Good	Good	Good

- Internal assessments are aligned well to the MoE curriculum. The summative assessments used are set by the MoE while the ongoing assessments are written and reviewed by school staff and linked to the curriculum standards. Internal assessment data is analysed at a basic level to identify strengths and weaknesses in students' knowledge, skills and progress.
- The school benchmarks its students' outcomes using appropriate external assessments including IBT and the UAE NAP. The school then uses this data to establish and to track students' attainment and progress over time. The school also uses this benchmarking exercise to compare students' levels performance nationally and internationally.

- The school analyses internal and external assessment data and uses that information to monitor the progress of individuals and groups of students. The information is shared with teachers to help them understand their students and evaluate their teaching. This information, however, is not used systematically across the school in order to improve students' progress consistently across the curriculum.
- The school makes use of assessment information to modify the curriculum through changing areas of focus and by adding content and skills. The school, however, has not been as successful in using assessment data to modify teaching effectively enough to meet the learning needs of different groups of students.
- Teachers know the strengths and weaknesses of their students well but do not use this knowledge well enough to differentiate teaching or to promote the development of students' learning skills. Teachers provide limited written feedback to their students; they correct mistakes but do not always give enough information about the next steps in learning.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good

- The school follows the MoE curriculum. It has a clear rationale and meets statutory requirements. It is broad, offering music, design and technology and, to selected grades, life skills, business skills and health education. Through curriculum implementation, knowledge and skills are developed well, although the focus is more on knowledge, particularly in science.
- The curriculum is generally well planned to ensure that it builds well on students' previous achievements. However, there are significant gaps in the planning. For example, Grade 1 students in Arabic receive similar content to those in KG.
- Within the context of the authorised curriculum, the range of curricular options provides senior students with ample choice. The pathways available for the general and advanced streams apply equally to boys and girls.
- Cross-curricular links are meaningful and planned. They are a consistent feature in lesson plans across subjects. The thematic approach adopted in KG enables children to deepen their understanding of various topics. There is bilingual teaching in KG2; children learn mathematics and science in both Arabic and English. This extends into Grades 3 and 5.
- In KG, the curriculum is regularly reviewed to ensure that the learning needs of young children are better met. However, in other cycles the school reviews the curriculum mainly in response to changes and recommendations from the MoE. The content of new textbooks is analysed regularly and new topics added where necessary.

- The school makes effective provision for UAE social studies. It adopts the social studies curriculum of the MoE and its textbooks are in Arabic, the language of instruction. There are three 40-minute discrete sessions for each grade. The delivery of the curriculum carefully follows the knowledge, understanding and skills from the textbooks. Teaching reflects good knowledge of the subject and lessons are planned carefully. Assessment processes for social studies are effective and similar in approach to those found in other subjects.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- Leaders and teachers in the school recognise that students have different abilities and learning needs, especially the most able, low attaining students and also those with SEND. However, teachers of most subjects teach the curriculum without making enough modifications to meet the needs of the students. In KG, the curriculum is modified in a more systematic way to meet the needs of children. For example, content from the EYFS curriculum has been incorporated into the provision.
- The curriculum is supported by the standard MoE textbooks. Although the curriculum is designed to engage most students, it is not consistently adapted by teachers to provide enough opportunities for independent learning nor for enterprise learning and innovation. Extra-curricular activities are not systematically planned to support the academic development of students.
- The school includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE, particularly in KG. However, this is not well embedded in other cycles.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding	Outstanding	Outstanding

- The school promotes a caring and compassionate ethos which is felt throughout. Leaders have implemented and regularly update rigorous and highly effective procedures for the safeguarding of all students. Child protection arrangements are clearly defined and understood by all students, staff and parents. Cyber safety and the implementation of practical steps to prevent abuse of the students are very effective.
- The school adopts highly effective systems and processes to ensure the health and safety of students. This includes robust evacuation procedures and site security. Excellent and effective measures are in place to maximise the protection of students, including their supervision during outdoor play and both safe and efficient arrangements for school transport. Any concerns raised are resolved swiftly and effectively.

- The school premises, equipment and resources are maintained to ensure that all students are safe at all times. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept. The school provides and offers broad and regular programmes for physical education to support healthy living.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Very good ↑

- An atmosphere of mutual respect between students and staff permeates the school. Staff know students well and are aware of their individual needs. There are effective systems and clear policies for monitoring and managing the behaviour of students. The result is a calm and purposeful school ethos which is founded on respect.
- Accurate records are kept of students' attendance and punctuality. The school monitors and manages these areas successfully, securing high levels of attendance. Parents are quickly notified about any concerns regarding lateness or persistent absence of individual students.
- Since the publication of the previous inspection report, the school has improved its systems for the identification of students with SEND. Leaders have put in place clear policies and processes to assist the school in its ambition to become fully inclusive. Relatively few students who are gifted and talented have been identified and this policy is not fully implemented.
- The school plans well to support students with SEND. Specialised, well-qualified staff are now in place and training for all staff on how to meet each student's individual needs is now a clear school priority. Good practice is not yet consistent. As a result, teachers do not always plan tasks that are at a suitable level of accessibility or challenge.
- The school has very robust systems for monitoring the well-being and personal development of students. Strong relationships ensure that students have the confidence to ask teachers for support when necessary. With the assistance of external agencies, excellent advice and career guidance for older students is provided, particularly in Cycle 3. This support is effective, and is highly appreciated by parents and students.

Inclusion

Provision and outcomes for students with SEND

Good ↑

- Provision for students with SEND is good. The newly re-structured department consisting of a well-qualified and experienced leader and specialist teachers is resulting in improved and increasingly successful SEND provision in the school.
- Having reviewed its vision, mission and policies, the department now implements a more rigorous approach for the identification of SEND students. However, relatively few students who are gifted and talented have been identified.

- Building effective partnerships with parents of children with SEND remains a strong focus for the department. The school sends regular emails, explains the approach to SEND and develops accessible personal learning goals for students. This results in improved understanding and strengthens the home/school links. Parents state that the new home/school plans offer valuable guidance whilst also assisting them in supporting their children at home.
- The department offers good support to students in withdrawal lessons. The individual education plans (IEPs) identify targets for most aspects of learning and development of identified students. Class and subject teachers are developing their expertise in applying these successfully in classroom practice. As a consequence, curriculum modifications in a minority of lessons do not always meet the various individual learning needs of identified students.
- Overall, students with SEND make good progress across the core and a few non-core subjects. Tracking of progress is in place and is being further developed to accommodate the targets set in each student's learning plan and academic milestones.

6. Leadership and management

The effectiveness of leadership

Good

- The very strong commitment of the principal provides a clear sense of direction for the school. She is ably supported by her senior team. However, this strong and compelling vision is not systematically embedded within the school's strategic plans. While leaders create a fully inclusive ethos, monitoring is not consistent enough to ensure support for the very highest level of achievements of all groups of students.
- Most senior and middle leaders have a strong understanding of the curriculum and best practices of teaching, learning and assessment. The collective and focused approach required, particularly among middle leaders, to secure a consistently purposeful approach to learning is not yet fully in place.
- As a result of the constant, reassuring presence and energy of the principal and the senior leadership team, relationships and communication throughout the school are professional and effective. Staff and students are held to account regularly. Consequently, learning outcomes for students are generally good in all phases across the school.
- A willingness exists among all leaders and staff members to learn and improve provision further. Barriers to learning are removed promptly when they occur. However, the systems that would help leaders to anticipate problems, address them and therefore, prevent underachievement, are not fully effective.
- The success achieved by the school and by students is a result of the hard work and commitment of leaders at all levels. They are diligent in ensuring that the school is compliant with all statutory and legal requirements. They provide encouragement and support for all groups of students.

School self-evaluation and improvement planning

Good

- The strengths and weaknesses of educational provision are identified by leaders through the self-evaluation process. As a result, teachers generally know their students well. However, the lack of rigorous and systematic analysis of student data has led to some of the school's own judgments on the quality of its provision being inflated and therefore, inaccurate.
- All leaders are involved in the appropriate evaluation of teaching and learning and work to secure improvements. The in-depth evaluation of assessment data and outcomes of lesson observations are not always shared between subject departments and middle leaders. Consequently, monitoring and evaluation does not consistently result in sustained improvements in students' achievements in some subjects.
- School leaders identify in detail the actions required to promote the UAE National Agenda and address the school's priorities for improvement. Middle leaders are keen to monitor the outcomes of actions taken for school improvement. However, they do not have enough dedicated time to work together to drive improvements.
- The significant progress made in addressing the recommendations from the previous inspection report have resulted in considerable improvements, particularly in the SEND and kindergarten departments. However, the routine use of assessment data to inform lesson planning and identify students at risk of underachieving is not seen in all phases or departments.

Partnerships with parents and the community

Very good

- Strong partnerships exist between parents and the school. Parents have a sense of pride in the school. They are provided with many opportunities to be involved in the life of the school and support their children's learning and they respond positively. As a result, many parents attend the daily assemblies, visit lessons and contribute in a number of ways towards the school priorities.
- An extensive range of communication strategies are used by the school including an 'open door' policy. Concerns expressed by parents are followed up and addressed very quickly. Parents of students with SEND are well informed and involved in every aspect of their children's learning and progress. As a result, strong partnerships exist and these have a positive effect on their children's achievement.
- The school's processes for reporting on students' academic progress are effective. The school offers formal opportunities each semester for parents to discuss all aspects of their children's education. Consequently they are fully aware of how their achievements compare with students in similar schools. They are less informed about how assessments compare with international standards.
- As a result of the strong relationships with the parents, there is a vibrant sense of community. Parents lead and ensure local and international partnerships are very effective. They make a significant contribution to the building of an extension of school facilities. In addition, they strongly support the students through extensive charitable activity.

Governance

Good

- The fully representative governing board is very supportive of the school. The governors are swift to identify and respond to requests for additional resourcing. They regularly seek the views of different stakeholders. As a result they are fully aware of strengths and weaknesses of school provision.
- Although the governing board regularly reviews the school's priority actions and their impact on student achievement, assessment data are not systematically analysed to provide the detailed and accurate information required to sustain improvements. Governors are dedicated to the school and show a willingness to provide constructive and critical feedback on all aspects of provision.
- As a result of their strong commitment, governors exert a positive influence on the school's performance whilst also ensuring that the school is fully compliant. Their influence is reflected in the provision of additional resources and the provision of the new block which is designed to extend the school's curriculum offer. Their thoroughness in supporting the recruitment of best practitioners has resulted in improvements, particularly in SEND provision.

Management, staffing, facilities and resources

Good

- The efficient routines and procedure ensure that the school runs smoothly on a daily basis. The school day starts well with assemblies for different sections of the school. These support and enable the school to develop a strong sense of identity. While there are good routines for dealing with attendance, a number of students arrive late for school each day.
- Leaders work very conscientiously with significant resource constraints to ensure that the school is appropriately staffed and staff are deployed well. The induction procedures are effective in ensuring all staff understand the school's vision and mission. Professional development opportunities are regularly provided to develop the skills required to improve achievements for all groups of students.
- The school makes good use of the facilities to support teaching and learning. However, some of the classrooms are overcrowded, restricting opportunities for collaborative, investigative and extended learning. Learning technologies are available but not routinely used to support learning in all subjects.
- Although the library is well stocked, it requires updating to promote literacy skills and a love of reading. With the development of the new facilities, leaders are planning to implement a more interactive learning approach with the resources available.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	238
	2015-2016	73
 Teachers	77	
 Students	231	

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

- Parents are generally positive about the quality of education their children receive at this school.
- A small number of parents are concerned that the range of extra-curricular activities available to their children is insufficient.
- Teachers feel that they are part of one big family and that the school environment is healthy and respectable.
- Students express their support for the school and their pride in being members of its community. A few of them express their concern about the pressure they are put under by too much homework and too many exams.

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