

Al Shurooq Private School...



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Al Shurooq Private School

Curriculum: MOE

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Jumeirah First
Type of school	Private
Opening year of school	1986
Website	www.shorug.sch.ae
Telephone	04-3440765
Address	Al Wasl Road P.O. BOX 11656
Principal	Ziad Jadallah
Language of instruction	Arabic
Inspection dates	15 to 18 February 2016

Students



Gender of students	Boys and girls
Age range	4 - 18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	2203
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	644
Number of students with SEND	54
Largest nationality group of students	Arab

Teachers / Support staff



Number of teachers	126
Largest nationality group of teachers	Jordanian
Number of teaching assistants	26
Teacher-student ratio	1:16
Number of guidance counsellors	5
Teacher turnover	30%

Curriculum



Educational permit / Licence	MOE
Main curriculum	MOE
External tests and examinations	International Benchmark Tests (IBT)
Accreditation	N/A
National Agenda benchmark tests	IBT

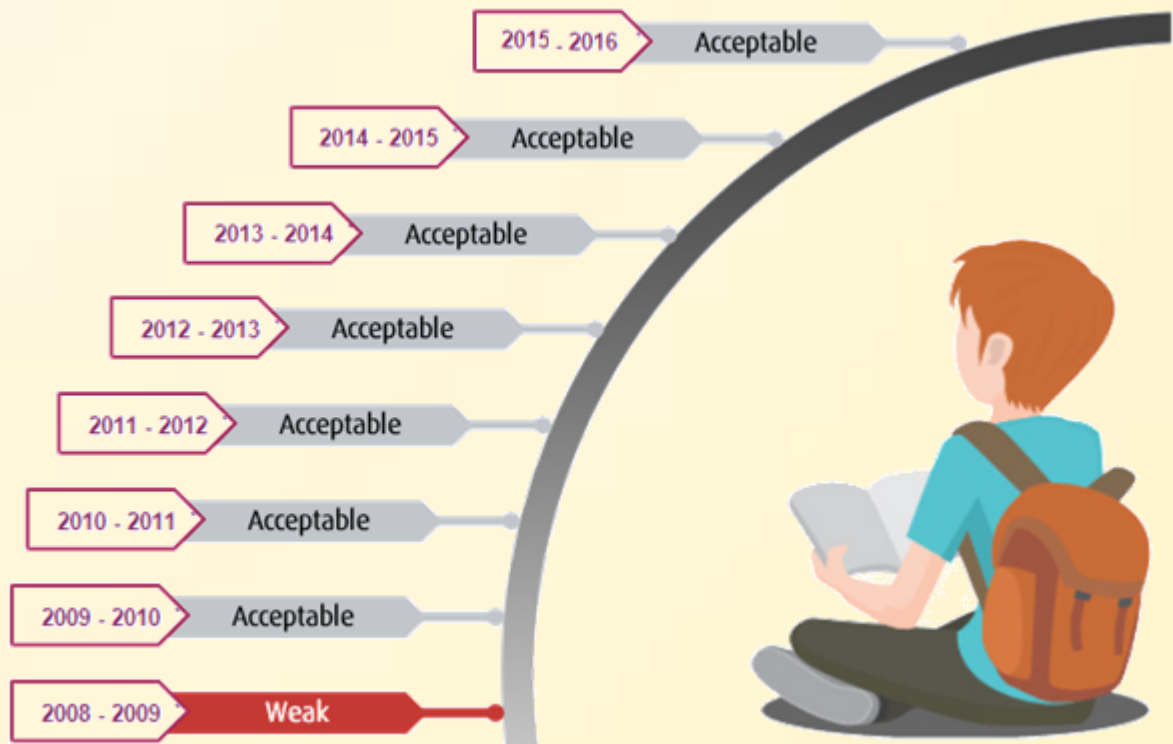


Summary for parents and the community

Al Shorooq Private School was inspected by DSIB from 15 to 18 February 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

The overall performance of the school was **acceptable**

- In Kindergarten (KG), attainment was acceptable in English, mathematics and science but in English and Arabic progress was good and in Islamic education it was very good. Throughout the school, attainment and progress were at least acceptable in Islamic education, Arabic, English, mathematics and science. However, in Cycle 3 they were good in mathematics and Islamic education. Learning skills were acceptable in KG and good in Cycles 1, 2 and 3.
- All students showed at least a good level of personal responsibility. Their understanding of Islamic values and awareness of Emirati and world culture were good in cycles 1 and 2 and very good in KG and Cycle 3. Students' responsibility towards the community and the environment was good also good throughout the school.
- The quality of teaching was acceptable in KG and Cycles 1 and 2, and good in Cycle 3. Assessment was acceptable across the school.
- Curriculum design was good in KG and acceptable in the other phases. Curriculum adaptation was acceptable across the school.
- Health, safety and the quality of support provided for students were good across the school.
- Leadership was good and the school's self-evaluation was acceptable. Links with parents and the community were good whilst the governance of the school was acceptable. Management of staffing, facilities and resources was of an acceptable quality.



What did the school do well?

- Progress made in Islamic education in KG and Cycle 1 was very good.
- Understanding of Islamic values in KG and Cycle 3 was very good
- Very good personal development of students was evident in Cycle 3.



What does the school need to do next?

- Improve teaching by:
 - implementing a structured programme of monitoring which identifies and enables teachers to share and learn from best practice
 - providing opportunities for teachers to develop their knowledge and speaking skills in English
 - planning lessons which focus on how well students learn and matches tasks to meet the needs of students with different abilities, particularly those with special educational needs and disabilities (SEND)
- Improve attainment and progress, particularly in Cycle 1, by:
 - using assessment regularly in lessons to modify tasks and provide appropriate support and challenge for students
 - providing better written and oral feedback to students in every lesson.
 - ensuring the curriculum is used to maintain continuity across grades in all subjects.



How well did the school provide for students with special educational needs and disabilities?

- Students with SEND made acceptable progress in their academic studies and good progress in their social development. However, progress varied from lesson to lesson dependent on how aware teachers were of students' needs.
- The school reviewed the progress students made towards their individual education plan (IEP) targets on a monthly basis. However, it was not clear to parents how important these plans and their child's targets for improvement were.
- Communication with parents was good on an informal basis and positive relationships had been established. Parents felt welcome in school and discussed any difficulties and successes they encountered freely. However, parents who were non-Arabic speakers and readers, occasionally found it difficult to know how well their children were doing.
- Parents were encouraged to work with the school and become involved in their child's educational programme. However, their contribution to its development was limited.
- On a one to one basis, the school provided helpful guidance to parents, which was appreciated.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter.
- The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- The school had made a great effort to embrace and promote the National Agenda in all aspects. All stakeholders were aware of the National Agenda and the targets set for the school. However, the students were not well versed in the detail. They recognised the overarching aim to improve the quality of education in the UAE.
- Considerable attention had been given to TIMSS and PISA by the school. The analysis of previous outcomes had led subject leaders to adjust their curricula so that topics absent from plans were addressed. Curriculum modifications included an emphasis on critical thinking and investigative learning.
- There had been some impact from teacher strategies to develop critical thinking and enquiry. However, the development was at a very early stage. There were very few examples seen of lessons where critical thinking was the central focus.
- There were only limited examples of where students were given the opportunity to use a range of resources to research, evaluate and present their findings.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- The principal provided insightful understanding of the importance of innovation. The school's mission and values reflected aspects of this national priority. Consideration had been given to developing teachers' capacity and knowledge for more fully integrating students' innovation skills in their teaching and learning practices. The school had equipped all classrooms with technology and there was ongoing development in the use of these learning tools. Collaborative planning was built into teachers' timetables with a small focus on innovation. The newly integrated curriculum design enriched student opportunities in making learning connections to real life application and UAE values.

Overall school performance

Acceptable

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	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable ↓
Arabic as an additional language 	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good ↑	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG		
Subjects	Attainment	Progress
Islamic education	Good	Very good ↑
Arabic as a first language	Good	Good
Arabic as an additional language	NA	NA
English	Acceptable	Good ↑
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Children thoroughly memorised short verses from the Holy Qur'an and showed their knowledge of Islamic values in appropriate contexts, for example at mealtimes, travelling and when talking to others. Students talked knowledgeably about the prophet Mohammed (PBUH), his family and his migration to Madinah. Children knew how to worship and organize their prayers. In lessons, older children in KG, had a very good understanding of Islamic values and spoke confidently about the moral guidance provided by the righteous Caliphs. Overall, children learned confidently in Islamic education and made very good progress when measured against their starting points.
- Standards reached in Arabic as a first language were above curriculum standards. Children listened well, spoke with confidence and displayed good reading skills. They were able to use their newly acquired vocabulary in different situations. They displayed enjoyment when using Arabic books. They matched pictures and words accurately and wrote some words independently. Children made good progress in improving their Arabic language skills. By KG2, they could write simple phrases and sentences. Children utilised the many practical resources provided to develop language skills.
- In KG1, children's listening and speaking skills in English were age appropriate. They used the new vocabulary with confidence in a range of different contexts as well as in English lessons. Their letter formation was developing well and many children recognised their names and some were able to construct simple sentences. Older children had stronger speaking skills and children showed an increasing interest in books and reading. When measured against their starting points, children made good progress with their writing and all aspects of English language development.
- In mathematics, KG children attained in line with curriculum standards. In KG1, they counted reliably to ten, beginning to understand the relationship between numbers and quantities. They understood questions such as "How many?" and increased understanding by using a classroom shop. KG2 children wrote numbers to fifteen from memory, using various approaches to practice simple addition of two numbers. They identified missing numbers and could order numbers rapidly. Some children were developing a wider range of mathematical vocabulary such as heavier, lighter, smaller and bigger.
- Children had a sound knowledge of scientific vocabulary. They knew about healthy eating, named fruit and vegetables and identified different materials such as wood, glass and plastic. KG2 children confidently discussed different animals and began to classify them into groups depending on what the animals ate. All children enjoyed playing with new objects and finding things out for themselves but were given limited time to explore in detail. As a result, investigation skills were less developed. When given the opportunity, they could make simple predictions.

Cycle 1

Subjects	Attainment	Progress
Islamic education	Good	Very good ↑
Arabic as a first language	Good	Good
Arabic as an additional language	NA	NA
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The majority of students demonstrated knowledge and understanding of Islamic education that was above curriculum standards. Students understood concepts and applied them to daily life. Yearly variations between the attainment of girls and boys existed but overall students' attainment and progress exceeded curriculum standards. Students were studying about the Five Pillars of Islam, Hadeeth and Islamic values. The large majority of students were able to demonstrate their knowledge when demonstrating passages memorized from the Holy Qur'an. Data provided from the school reflected that students made very good progress.
- Standards reached by the majority of students in Arabic, as a first language, were above curriculum standards. Students' knowledge, skills and understanding were good. Listening and speaking skills were the strongest. Reading skills, for the majority of students, were above expectation. Creative and extended writing was less developed. The majority of students were making good progress in listening, speaking and reading. By the end of Cycle 1, students had made good progress in developing all language skills when measured against their individual starting points in learning.
- In English, standards in speaking, listening and reading, were age appropriate. However, writing skills were weaker. Internal tests highlighted that there were insufficient examples of students' extended writing with most writing consisting of one-word or simple sentences. This had a detrimental impact on the development of punctuation and grammar. In national tests, students' attainment was at the national average, but few students attained above expected standards. Most groups of students made acceptable progress. Lack of challenge prevented higher ability students from making more rapid progress.
- Most students attained at the expected level against the curriculum standards in mathematics. Against international benchmarks, attainment was not as strong. Grade 1 students were competent when adding to the number 10. Grade 5 students had a sound knowledge of addition of fractions. Students' knowledge was stronger than their understanding of why processes worked. They made sound progress as they assimilated and applied their knowledge. Most groups of students met learning objectives and understood at the expected level. All groups progressed at the expected rate but girls performed slightly better than boys. Less noticeable was the difference between Emirati and non-Emirati students.
- The majority of students attained standards in line with curriculum standards in science. In the better lessons, students applied enquiry skills. For example, when they were able to contrast the temperature of ice with water at room temperature and with their own body temperature, using simple equipment. They made progress when they were able to use skills acquired in other subjects. When these connections were less clear students were left uncertain. In a Grade 4 physics lesson some students struggled to apply the calculation skills acquired in mathematics to calculate mass and volume. Overall, when measured against their starting points, students made acceptable progress. There was little difference in the achievements of the different groups of students.

Cycle 2

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	NA	NA
English	Acceptable	Acceptable
Mathematics	Acceptable	Good ↑
Science	Acceptable	Acceptable

- The majority of students demonstrated knowledge and understanding above curriculum standards. Students applied concepts of Islam in their daily lives and a few were able to discuss their opinions. Although there were variations from year to year, overall, students' attainment and progress exceeded curriculum standards. Most students were able to express knowledge orally in a confident manner but were less strong in writing. They could read and understand the Holy Qur'an through recitations. Internal assessments reflected that progress was above curriculum expectations.
- Standards reached by most students in Arabic as a first language were in line with curriculum expectations. Students' listening, speaking and reading skills were secure, although writing was less developed. Most students could express their ideas and opinions orally, however they lacked confidence in writing standard Arabic. Reading comprehension for most students was in line with expectations. Creative and extended writing were less well developed. Overall, students learned at an acceptable rate. However, lack of challenge and opportunities for extended writing restricted progress.
- Most students made acceptable progress in English lessons and attained standards in line with the school's curriculum standards in speaking, listening and reading. In International Benchmark Tests (IBT), attainment was below average. Students read with accuracy but fewer spoke using grammatically accurate sentences. The majority of students had the required vocabulary but punctuation was weaker. Most groups of students made similar progress over time. National test data indicated that attainment had remained in line with expectations over the last three years. The progress of boys was less rapid in lessons when behaviour was weak and not attended to.
- Most students attained in mathematics in line with curriculum standards and national expectations. Grade 8 students showed understanding of rational and irrational numbers. They were developing algebraic skills. External results were below the mean for students of a similar age internationally although they could apply learning and were developing mathematical skills. Attainment was consistent over time. The majority progressed at a better than expected rate given their starting points. Learning objectives were often met more quickly when students internalised the concepts and applied them. Students with SEND progressed at a slightly slower rate.
- The majority of students attained in line with science curriculum standards. Grade 6 successfully modelled atomic structure, identifying protons, neutrons and electrons, and defining cytoplasm. Grade 7 understood the role of valence electrons in constructing compounds, illustrating understanding with a real world example, explaining that table salt is a compound of sodium and chlorine. Older students were provided with more opportunities for extended investigation. This reflected some improvement in their progress through Cycle 2, but too often discoveries were theoretical rather than experimental. The majority of students did not apply the principles of scientific enquiry naturally which resulted in a slower rate of progress.

Cycle 3

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable ↓
Arabic as an additional language	NA	NA
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Good

- In Islamic education the majority of students attained above curriculum standards in all skills. Grade 10 students were able to link values and morals with their daily lives. Grade 11 students were provided with opportunities to assess their progress in Islamic education. Connections were made to science and other subjects when discussing Allah's creation of the universe. The majority of students explained what they memorised from the Holy Qur'an and recitation skills were developing well. School data showed that students were making above expected progress over recent years.
- Standards reached by most students in Arabic, as a first language, were in line with curriculum standards. Students' listening, speaking and reading skills were secure; writing was less developed. In speaking, most students could express their ideas and opinions, but students lacked confidence with standard Arabic. Reading comprehension for most students was in line with expectations. Creative and extended writing was less developed. Most students made acceptable progress in listening, speaking and reading skills. Progress in developing writing skills was slower. Lack of modelling and matching work to different groups of students slowed progress for some groups of students.
- Students' reading, speaking and listening were in line with standards curriculum standards although writing was below appropriate expectations. Students were able to express their thoughts and ideas orally with some errors in grammar. Writing was generally limited to short paragraphs. The majority of students struggled with tenses and higher order punctuation. Internal data indicated that most groups of students made acceptable progress over time, with attainment over the last three years in line with expectations. Lack of differentiated tasks and challenge prevented students from making stronger progress.
- Students' level of mathematical understanding, and ability to apply knowledge, exceeded curriculum standards. They were able to persevere with problems enabling the development of ability to construct viable arguments. Algebraic and mathematical thinking was developing well. Students' performance compared favourably with national standards. International benchmarks showed that standards were broadly in line at the beginning of the Cycle – a trend which had been maintained over the last two years. Progress was better than expected for most groups. For some higher attaining students' progress was well above expectations.
- Overall, students made good progress in science. At times, they could apply scientific enquiry, methodology and confidently shared their findings with each other. Grade 10 students explained the relationship between moles and mass as measures of matter, but most could only watch a demonstration to illustrate this, rather than engaging in an experiment. By Grade 11, boys and girls could explain their understanding of cell reproduction through mitosis and meiosis. They made significantly better progress in knowledge and understanding, but their limited skills of scientific enquiry prevented higher attainment.

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

- Almost all students demonstrated good attitudes to learning, although KG students lacked independence. Students listened attentively and answered questions enthusiastically. They were keen and able to assess their own learning. By Grades 11 and 12, students were confident, independent learners who could identify their own strengths and weaknesses.
- Students interacted well and developed their speaking and research skills both in Arabic and English. When offered the opportunity, almost all students collaborated well in all subjects. Children in the KG shared their thoughts in Arabic and in circle time. Some younger students learned valuable lessons about sharing in mathematics. Older students collaborated particularly well in Islamic education, science and mathematics.
- Students made cross-curricular connections in English when researching the history of the microscope. When provided with opportunities in science, students naturally related their learning to real world issues. In mathematics, connections were sometimes weak, for example, applying conversion from fractions to decimals to a mountain. In contrast, Islamic education students made solid connections with Arabic history and Islamic morals.
- Research, using information technology, was a feature of students' learning in Islamic education and occasionally supported critical thinking in English. Older girls used devices to retrieve information and to apply in their presentation skills. Use of information technology was rarely a feature of learning in Arabic, science or mathematics. Critical thinking was stronger in higher grades where students analysed each other's observations.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good ↑

- Students were positive and responsive in their attitudes towards learning. They showed self-reliance and were able to express their opinions confidently. Students were motivated and enthusiastic enough to involve themselves in many projects in the school. For example, by painting displays and taking an active part in the Student Council.
- Students behaved well and showed respect and commitment to rules and policies. Bullying was rare and on the few occasions it did occur, was dealt with quickly. Cycle 3 students reflected a high degree of commitment towards helping others in many aspects inside school.
- There were positive relationships throughout the school. In Cycle 3, relationships were very good. Students were able to take initiative and organize activities, such as running the school for one day as leaders and managing students' pastoral committees.
- Healthy lifestyles were demonstrated inside and outside school through participation in many activities. Cycle 3 students showed understanding of how they needed to maintain a healthy lifestyle. This was reflected in the many sporting competitions that they took part in, inside and outside of school.
- Students almost always arrived at school and to lessons on time with very limited exceptions. They understood the importance of good attendance and its impact on their achievements.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Good	Good	Very good ↑

- The school day began with recitation of the Holy Qur'an and the singing of the national anthem. Cycle 3 students, in particular, performed this very well. All students demonstrated a good understanding of Islam. They were developing as good UAE citizens.
- Students were involved in a range of activities that celebrated the UAE heritage and culture. For example, they celebrated Flag Day, UAE National Day and Martyr's Day. Children in KG studied the history of the UAE through meeting grandparents. This also contributed to the development of their listening skills.
- Students in Cycle 3 enjoyed working with students from different cultures when they visited other international schools such as the Japanese school. Students understood the multicultural nature of Dubai society and appreciated the traditions of students in the school whose countries of origin were not the UAE.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑

- Students were aware of their responsibilities in the school community. They were involved in voluntary activities such as Ghena box, where they collected money for students who could not pay for trips. This provided a good example of caring.
- Students had a positive work ethic and participated well in all aspects of the school. They took initiative in developing many projects to enhance their skills and creativity. Through their projects, they were able to make independent decisions, which led to improvements and deeper learning.
- The strong level of environmental action initiated by students reflected how much they cared about it. Steps had been taken to develop recycling procedures. Students were keen to learn from these projects and expand the range of action to ensure sustainability.

3. Teaching and assessment

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

- In all cycles and subjects, most teachers were secure in their subject knowledge. When lessons were taught in English, although subject knowledge was mainly secure, most teachers did not provide good modelling of accurate English grammar. This slowed student progress. Teachers' understanding of students' different learning styles was less evident in the higher grades.


- Lesson planning mainly followed a consistent format throughout the school and across subjects. Plans in some subjects included activities to meet the learning needs of different groups of students but this was not uniform across subjects. Planning was not consistently applied in lesson delivery.
- The majority of teachers asked questions to determine understanding. In the best lessons, open-ended questions were used to good effect to challenge students' thinking. Teaching in most lessons did not take account of students' prior knowledge. In a few lessons too much of the time was taken up with the teachers' talking. This left too little time for independent or group working.
- Teachers were beginning to use a range of strategies to motivate students in learning. In lower grades video, songs and games captured students' interest. Cross-curricular themes were used to engage older students. This was not yet a regular feature throughout the school. In the majority of lessons, particularly in science, teachers relied on the prescribed textbooks and supplementary worksheets, with limited use of practical resources.
- The development of inquiry, reflection and critical thinking skills was a developing feature in the school. In the best lessons, such as Grade 10 English, students researched the history of microscopes. Discussion aided progress in speaking skills and students suggested innovative ways for further development in the future. This level of critical thinking was not commonplace in most lessons.
- Teaching of Arabic in KG and Cycle 1 was good. Teachers communicated clearly to their students what was expected of them and why. In Cycles 2 and 3 teaching was acceptable overall. In the best lessons, opportunities were provided for students to engage in critical thinking when teachers had the confidence to allow students to take responsibility for their own learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- There was a new, emerging assessment policy in the school. It was coherent, based on the MOE curriculum and Californian State Standards, but lacked robustness in application, although it had begun to guide curriculum objectives and rubrics in some subjects. New reports included information about the personal development of students. However, the attainment and progress information was not sufficiently clear or developed.
- The school had benchmarked students' outcomes using national assessment programme data from the MOE, but this did not reflect attainment in similar schools. Since the previous inspection, the use of IBT allowed comparison with other Dubai and UAE schools. Benchmark assessment informed curriculum design and adaptation.
- Baseline testing was a feature of the school's assessment processes. In response to a recommendation from the previous inspection report, the new policy provided the first step towards the tracking of student progress from these baselines. Kindergarten teachers kept very detailed records to monitor children's progress. This was yet to impact on the progress of all groups of students across the school, including those with SEND.
- Assessment data had informed curriculum adaptation to introduce more skills-based learning. Some subject teachers had begun to identify students in their planning and which reflected their individual needs. This was not a consistent element of planning in all subjects. Assessment data and evaluation was rarely used in teaching or to create the learning environment and therefore was yet to impact on students' progress.

- Most teachers had reasonable knowledge of their students' strengths and weaknesses. In English, plans identified groups and lessons and offered differentiated learning, sometimes using peer and self-review. In mathematics, some lesson plans identified students as three groups but with no discernible difference in the teaching or learning. In some other subjects, different groups of students were identified but they all received the same learning objectives and experiences.

4. Curriculum

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

- The curriculum was broad, balanced, and followed Ministry of Education requirements. It was supplemented by textbooks aligned to Cambridge standards in English and enriched by additions from Californian State Standards in mathematics and science. These additions provided greater emphasis on skill development and had contributed to improved progress in some subjects, such as in mathematics in Cycle 2.
- The licensed curriculum provided for progression in most subjects. However, this was not applied consistently across the school. In science and English, students in different grades completed similar work. Curriculum planning did not always take into account students' weakest attainment levels. In English, there was insufficient focus on extended writing with correct grammar and punctuation.
- Curriculum choice for older students was limited. Students could choose to study three science subjects in Grade 12 and in Grade 10 students were offered 'life skills'. Other options, including those relating to students' personal development, were provided through extra-curricular activities. Kindergarten children were able to choose from a good range of learning activities, indoors and outside. This prepared them well for learning in Grade 1.
- Some improvements had been made to planning for connections between subjects. In the best lessons, teachers considered students' interests and attempted to incorporate these into lessons. Curriculum links to real life application and provision of opportunities for independent learning, research and critical thinking were too few.
- Review of the curriculum was undertaken regularly to identify gaps. The school had identified the need for amendments to the curriculum to narrow the gap between attainment in school and international standards. Whilst this had led to some changes these had not resulted in improvements overall.
- In Arabic as a first language, the school followed the MOE curriculum and met its requirements. In the KG, the Arabic curriculum provided a solid grounding in preparation for children transferring into Grade 1.
- The school implemented the MOE curriculum for social studies. The school regularly modified the curriculum to meet the needs of some students. However, it still lacked enrichment and practical links. Some cross-curricular links were in place but they did not fully facilitate students' transfer of learning between different subjects.

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

- The curriculum was appropriately planned to meet the needs of most groups of students. In lessons, there was some recognition of different abilities, especially in art. Enrichments to the curriculum were used to support students with SEND.
- Some lessons in mathematics and science were taught in English. Provision for the gifted and talented students was at the early stages of inception, but good practice was emerging. For example, in science a gifted Grade 5 student benefitted from one to one sessions before the beginning of the school day.
- In KG and Cycles 1 to 3, the curriculum included programmes which helped develop students' understanding and appreciation of the heritage of the UAE. This included Emirati traditions, culture and the values that influence UAE society.

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	Good	Good	Good	Good

- There were effective processes in place to ensure the well-being of students. Parents, staff and students were aware of these procedures and students were clear about who they could go to if they had any problems.
- Frequent safety checks were carried out to ensure that the learning environment was safe and secure for children and students. The general level of supervision was effective. However, the school was taking steps to improve the arrangements for bus departures and to ensure that parents gave due consideration to safety when dropping off or collecting children.
- Regular monitoring ensured that the premises were well maintained. All records were accurate and appropriately kept; medical records were up to date and efficiently maintained. All accidents and incidents were logged, analysed and any resulting actions recorded.
- Premises were suitable for purpose and provided for a safe, secure education. The facilities met the needs of almost all students. However, access to the upper floor could be difficult for students with a physical disability. The school acknowledged this and measures were being taken to address the problem.
- Advice was given to students on the benefits of adopting a healthy lifestyle. The clinical staff and teachers' monitored food that was brought to school and items that were provided in the school canteen. It was a priority of the school to ensure that students were advised on safe and healthy living.

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

- Staff established friendly, courteous and respectful relationships with students. Consequently, students were helpful and polite around school. Effective systems ensured that, in the main, students behaved well.
- The school was successful in promoting a high level of attendance. The school worked effectively with families to resolve any punctuality problems that occurred at the start of the day. Lessons started promptly.
- The school had put systems and processes in place to identify students with SEND accurately, and these were starting to operate effectively, although there were still a few students in need of further assessment as part of this process.
- The quality of support for students with SEND was acceptable but extremely varied across the school. The needs of gifted and talented students were met by the provision of challenging activities provided through homework.
- Students' well-being and academic progress were carefully monitored and recorded. Good quality care, guidance and support were provided when problems occurred. Effective systems provided support and guidance for older students' future career choices.

Provision for students with special educational needs and disabilities (SEND)


The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable ↑

- Leadership and management of SEND had improved significantly since the previous inspection, at senior and departmental level. Key systems had been implemented, qualified staff appointed, and a more inclusive SEND policy developed and training opportunities provided for all staff. However, at the time of the inspection the impact was still inconsistent across the school.
- Students' needs were generally accurately identified against KHDA categories, using a range of assessments. A number of students whose needs had been identified incorrectly had been re-assessed and supported. A small minority still required further assessment.
- Informal partnerships were strong and parents felt that school staff were open, honest and cared for their children. Few parents had been made aware of the importance of recently developed individual education plans (IEPs) and their child's individual targets.
- In most lessons, planning and the curriculum were sufficiently adjusted to enable students to make steady progress. Teachers provided students with support when needed. However, this was varied across the school and in a minority of lessons, no account was taken of students' needs. This resulted in very limited progress.
- Most students made acceptable progress, but this varied according to how well teaching met their individual needs. Social development was good. Progress was tracked against students' individual targets. However, IEPs did not consistently identify students' barriers to learning nor track whether they were developing independence in their learning.

6. Leadership and management

The effectiveness of leadership

Good 

- The principal and senior leadership worked as a team to establish a vision and mission statement. The vision included a commitment to inclusion and the UAE priorities. These were shared throughout the school. The strategic direction was developed, as a result of evaluations of the school, by senior leaders, surveys of staff, parents and students.
- Senior leaders had a sound knowledge of their subject areas and of the MOE curriculum. They understood the importance of strong teaching and learning leading to ensure better progress and higher standards and were developing plans and strategies to establish this.
- Communication and relationships were positive throughout the school as part of improving the quality of education. Staff accepted and supported changes and were willing to make improvements. Roles and responsibilities were clear and staff understood what was required of them. Morale was positive and enhanced since the last inspection.
- Senior leaders had a clear idea of areas of improvement within the school. Developments were overseen including the impact made on students' achievements and personal development. The commitment to improvement and the well thought-out plans ensured that there was sufficient capacity for future development.
- Leaders had been successful in improving important areas of the school as a result of sustained commitment to raising the quality of education for students. They ensured that the school was compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning




Acceptable

- Self-evaluation, using both internal and external data, was increasingly used in school improvement planning. Evidence was analysed and provided a workable basis for procedures to ensure quality. The school had a clear view of the majority of its key priorities.
- Senior leaders had an overview of the work of staff and evaluated their effectiveness by focusing on the outcomes of their work. Monitoring of teaching and learning regularly took place but was not sufficiently focused on specific aspects to ensure consistency in the quality of lessons across subjects and phases. Progress towards meeting targets in the improvement plan was evaluated.
- School improvement plans were comprehensive and contained appropriate actions and achievable goals which addressed both the school and the UAE national priorities. Recent plans had brought about some intended improvements but other actions needed more time to fully impact on the quality of education.
- The school was managing the process of change. Staff were committed to planning and implementing changes but the success criteria of actions were not always realistic enough to ensure improvement in all areas. There had been progress in addressing most of the recommendations from the previous inspection.

Partnerships with parents and the community	Good
<ul style="list-style-type: none"> The school held a special meeting at the start of the academic year to introduce the senior leadership team and shared information about changes within school. Parents were engaged as partners and the school had a parent teacher association that met regularly. There were regular opportunities for them to be actively involved in the work of the school. Parents were confident that the school would always listen and respond to any concerns that they had. They were informed about their children's learning and development. Partnership work was encouraged by the school, especially if their child had SEND. Reports were regularly sent to parents. They were invited into school every three months for information about their child's progress. Teachers provided an indication of students' achievements against curriculum standards and what they had to do next. Community links were very strong. Students were regularly involved in community activities and older students were provided with the opportunity to take part in international events. These links enhanced the curriculum and provided a meaningful context for learning. 	
Governance	Acceptable
<ul style="list-style-type: none"> The governing board included the owners, principal, and representatives from senior leadership team, parents and students when applicable. Governors met regularly and there were systems to seek the views of others. The governing board regularly monitored the work of the school and senior leaders were held accountable for work that they did, including the achievements and personal development of students. The governing board had some influence on the school's leadership and direction and had recently provided extra resources to improve the quality of education. However, issues connected to overcrowding in classrooms had not been addressed. 	
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> Most aspects of the day-to-day management of the school were well organised, impacting appropriately on students' achievements. The school's procedures and routines were effective and efficient. Displays provided an attractive environment and were particularly, appreciated when designed and completed by students. The school was appropriately staffed to implement its vision and mission. Most staff members were suitably qualified and benefitted from regular professional development, which matched the school's priorities. The premises were adequate and specialist facilities were available, including increased technology facilities and multimedia projectors. Many of the classrooms, especially in the KG and Cycle 1, were small for the numbers of students, which limited opportunities for active learning. The environment for students and staff was adequate. Resources had been increased but did not fully support teaching and learning in all subject areas. In KG, resources were appropriate inside and outside classrooms. They suitably matched the learning needs of the children. 	

The views of the parents, teachers and 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* 	2015-2016	215
	2014-2015	100
Teachers 	98	
Students 	305	

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

- Almost all teachers and parents, who responded to the survey, agreed that they were satisfied with the quality of education at the school.
- They believed that their children made good progress in English, mathematics, science and learning skills.
- Most parents, who responded to the survey, believed that the children were offered a good range of subjects and extra-curricular activities that prepared them well for the next stage of learning.
- A large majority of these parents said that children were safe in school and when on school transport.
- Almost all teachers and parents, who responded to the survey, agreed that the school listened to the views of parents and acted on them.

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