

GOOD



2019-2020

# INSPECTION REPORT

US CURRICULUM

## Contents

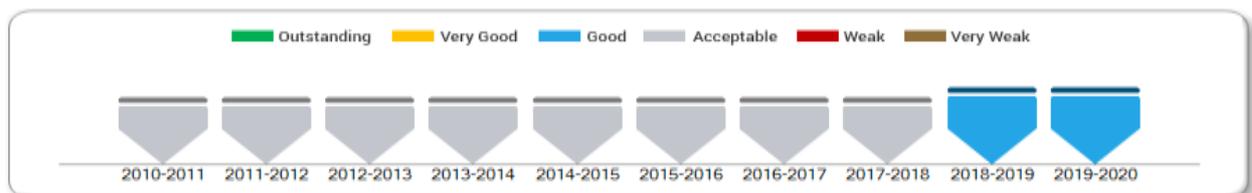
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## School Information

General Information	 Location	Al Mamzar
	 Opening year of School	1978
	 Website	www.ipsmamzar.com
	 Telephone	042966314
	 Principal	Mr. Max Caruso
	 Principal - Date appointed	7/1/2019
	 Language of Instruction	English, Arabic
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1765
	 Number of Emirati students	1393
	 Number of students of determination	45
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	134
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	21
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	Californian Common Core State Standards and Next Generation Science Standards
	 External Tests and Examinations	MAP, EMSAT, SAT, PSAT
	 Accreditation	CIS, NEASC
	 National Agenda Benchmark Tests	MAP

### School Journey for AL ITTIHAD PRIVATE SCHOOL



## Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students Outcomes	<ul style="list-style-type: none"> <li>Students achieve well in Islamic education across all phases. Kindergarten (KG) children achieve good levels in their three key subjects. Students attain good levels in science and UAE social studies across all phases. Students' learning skills are good overall, but their skills in collaboration, investigation, research and critical thinking are underdeveloped.</li> <li>Overall, students demonstrate positive and responsible attitudes to learning. Their understanding of Islamic values and Emirati culture are a strength of the school. Students' social responsibility, sense of community and awareness of environmental issues are consistently strong, but they have insufficient opportunities to initiate and participate in environmental projects.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>The quality of teaching is good across all phases, with a minority of lessons being very good or better. In KG, teachers use questioning effectively to promote independent thinking and to ascertain students' levels of understanding. The assessment of learning is good across the school, and improvements in the analysis of assessment information enable teachers to plan lessons that are matched to the learning needs of most students.</li> <li>The curriculum is designed effectively, with greater emphasis given to developing students' knowledge, skills and understanding. It follows the Californian Common Core State Standards (CCCSS) and Next Generation Science Standards (NGSS). The curriculum is strongly linked to the culture of the UAE, and meets the Ministry of Education (MoE) requirements. It is modified to meet the learning needs of individuals and groups of students.</li> <li>The provision for the health and safety of students remains very good overall. Supervision within the school and on school transport is effective. Students in the high school phase benefit from appropriate guidance regarding their post-secondary destinations. The system for managing students' punctuality to lessons, particularly at the beginning of the day, is not wholly effective.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The new Director General (DG) has a clear vision for the school that is shared by other leaders, and works strategically with an appropriate emphasis on improving students' academic achievement. There have been improvements in inclusion practices since the last inspection. Parents and governors are strongly supportive of the school. The management of facilities and resources remains good. The governing board supports the school by providing some additional resources and by upgrading the school's facilities.</li> </ul>

### The best features of the school:

- The DG's aspirational vision
- Students' understanding of Islamic values and their awareness of Emirati culture
- Students' achievement in Islamic education
- The quality of teaching for effective learning in all phases, resulting in good or better progress in most subjects
- The improvements in the quality of provision for students of determination

### Key recommendations:

- Improve the rate of students' progress in Arabic as a first language, English and mathematics.
- Use assessment information more effectively to review the curriculum and to ensure greater consistency in the quality of teaching in all subjects.
- Ensure that the curriculum provides a seamless transition as students move from one phase to the next.
- Ensure that governors are consistently involved in making decisions and in holding school leaders to account for the school's performance, and that they provide sufficient facilities and resources to support the learning of all students.
- Improve the partnerships with parents, stakeholders and the local community.

## Overall school performance

**Good**

### 1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Very good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Acceptable	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	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Good ↑	Good	Acceptable ↓
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Good			

	KG	Elementary	Middle	High
<b>Learning skills</b>	Good	Good	Good	Good

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

## 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

## 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Very good	Very good	Very good
Care and support	Very good	Good	Good	Good

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

**The school's progression in international assessments is approaching expectations.**

- NAP testing indicates that overall attainment in English, mathematics and science is in line with expectations. The school's Trends in Mathematics and Science Study (TIMSS) results show improvements in Grades 4 and 8 mathematics. However, Progress in International Reading Literacy Study (PIRLS) scores declined. The school also missed its targets for the Programme for International Student Assessment (PISA), and results declined between 2011 and 2015. PISA scores between 2017 and 2018 increased in English, mathematics and science. Progression across two cycles of Measures of Academic Progress (MAP) is below expectations in language, reading, mathematics and science. Comparison of students' test results with Cognitive Ability Test (CAT4) predictions show that progression is good in English and mathematics, and very good in science.

**The impact of leadership meets expectations.**

- The school's National Agenda action plan aims to improve performance in NAP tests and to raise standards of internal assessment. It includes appropriate modifications to curriculum content and to the composition of tests. Most teachers, with varying degrees of consistency, use assessment information to influence lesson planning, in order to meet students' needs more effectively.

**The impact on learning meets expectations.**

- Students in science develop an increasing understanding of scientific method and aspects of problem-solving. Across the curriculum, aspects of critical thinking are evident, but the skills are not systematically developed. Students work well independently on extended projects, but they have too few opportunities to use these skills or to use technology (IT) in lessons.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For development:

- Ensure that assessment information is consistently and effectively used to plan lessons that meet the needs of all students.
- Ensure that the skills of critical thinking are systematically developed across the curriculum.

## Moral education

- The UAE moral education program is taught in Grades 1 to 12. It is taught as a stand-alone subject for 45 minutes per week in Grades 1 to 8. In the high school, it is integrated effectively.
- Overall, the quality of teaching is good. All teachers use a variety of methods, including collaborative group work and student research using digital devices. Not all lessons offer appropriate levels of challenge.
- Informal assessment is carried out at the end of each lesson, and formal assessments take place at the end of each topic. Age-appropriate self-assessment is carried out across all phases.

**The school's implementation of the moral education program is meeting expectations.**

### For development:

- Ensure that all learning experiences are appropriately challenging, particularly those based on Emirati culture.

## Reading across the curriculum

- The school tracks students' reading skills using internal tests and digital assessments. Improvements in reading achievement are evident for a number of students.
- The school has a collaborative literacy committee working with teachers to develop policy, practice and literacy instruction skills, across all phases and subjects including Arabic.
- The school promotes reading as a learning skill in most subjects. Some teachers enable students to extract and analyze information, make predictions and use their reading skills to develop their understanding across subjects.
- The school promotes a positive culture of reading literacy, and enables students to participate in events in school and outside activities that boost students' motivation and skills to read well.

**The school's provision, leading to raised outcomes in reading across the curriculum, is developing.**

### For development:

- Ensure that all teachers are equipped to support the development of students' literacy skills across all subjects and phases.
- Obtain a wide range of suitable reading materials to support literacy development in Arabic and English languages, particularly in the KG.

## Innovation

- Students are able to access online dictionaries and to carry out simple research. There are too few opportunities for students to ask their own questions and initiate independent investigations.
- Students show consideration for others, particularly when they provide buddy support for students of determination, but there are limited opportunities for students to apply their skills to benefit the wider community.
- Teachers use questioning to provide students with opportunities for critical thinking and problem-solving. The school promotes the importance of innovation through planned collaborative projects.
- The curriculum is largely driven by textbooks. Emerging innovative skills are evident in some classrooms and in a number of extra-curricular contexts.
- Leadership is committed to innovation through its guiding statements and key school improvement targets. Some professional development opportunities have been provided to support staff.

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

### For development:

- Provide opportunities for all students to develop and use their innovation skills in all subjects and involve students in projects with social benefits.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good ↑	Good	Very good

- In lessons and their recent work, a majority of students demonstrate knowledge and understanding that are above curriculum standards. Elementary and high school students make better progress than those in the middle phase, and girls achieve better than boys, particularly in the high school.
- Students demonstrate strengths in their understanding of Islamic values and concepts. Their understanding and knowledge of Hadith and Islamic laws are stronger than their understanding of Seerah. Students' abilities to extract evidence or guidance from the Holy Qur'an and Hadith are not secure.
- The school's investment in a Holy Qur'an recitation program has improved students' memorization and recitation skills, although these skills are not consistently evident in all phases. Students understand the rules of recitation, but implementation of these rules is underdeveloped.

#### For development:

- Improve students' recitation and memorization skills of the Holy Qur'an in all phases.
- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of the subject and encourage students to refer to them for evidence of new concepts, rulings and values.

#### Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Good
Progress	Not applicable	Good	Acceptable	Good

- High school students, especially the girls, reach higher levels of attainment than boys. Their writing skills are enhanced because of effective teacher feedback. Lower elementary students reach better attainment levels because of better teaching and good foundation in the KG.
- Most students have strong listening skills. They read sentences correctly but without expression. Internal assessment results do not reflect students' attainment, especially in the elementary phase. Inconsistent levels of challenge are slowing students' progress particularly in the middle school and lower grades in the high school.
- Students use an Arabic writing booklet that covers a good range of styles with clear assessment criteria. The booklets are used most effectively in the higher grades of the high school phase, resulting in good quality writing.

#### For development:

- Raise attainment in the elementary and middle phases by setting appropriate tasks that allow students to reach levels that are above curriculum expectations.
- Ensure higher levels of challenge, particularly in the middle school and the lower grades of the high school.
- Improve internal assessment procedures so that the results accurately reflect students' levels against the MoE curriculum standards.

## English

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable ↓
Progress	Good	Good ↑	Good	Acceptable ↓

- The majority of KG children make better than expected progress and attain above the expected curriculum standards. In other phases, students reach the expected standards. A majority of elementary and middle phase students make good progress. Progress is less pronounced in the high school phase.
- Younger students can share information about a book including its title, plot, characters and setting. Older students can identify words with the same or similar meaning from a list. In the middle phase, students use context clues to work out the meanings of unknown words.
- In lessons, different groups make similar progress. Students who bring their own electronic devices show increased levels of skill in their use of technology. Achievement in the high school is due to teachers having low expectations and providing insufficient challenge.

### For development:

- Ensure that students in the high school phase make accelerated progress so that they reach higher standards, particularly in their writing.
- Ensure that all teachers know the expectations of the CCCSS and use the exemplification of standards document when providing feedback to students.
- Ensure that KG children receive regular phonics instruction to provide the cornerstones of their higher phase reading and writing.

## Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Good	Good

- The majority of KG children demonstrate a good understanding of fundamental mathematics, working with numbers and number equations, as well as in quantities and two-dimensional shapes. Most students' number skills in the primary phase are in line with curriculum standards. In the higher phases, the attainment of some students is below expectations.
- Most students' mental mathematics skills are improving due to regular practice in the elementary and middle phases. Their investigative skills are developing slowly, with strengths evident in the elementary phase. Verbal reasoning is stronger across the school, but students' use of mathematical language, and their critical thinking skills are underdeveloped.
- In the high school, most students are making at least expected progress in their algebraic and statistical skills. Geometry is an identified weakness in all phases.

### For development:

- Ensure that critical thinking, inquiry, problem-solving and research skills are fully embedded into students' mathematical development.
- Ensure that students use appropriate mathematical language.
- Improve students' understanding of geometry.

## Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- The majority of KG children understand basic scientific concepts, and use scientific language and skills well. In higher phases, knowledge and understanding of scientific topics in biology, physics and chemistry are above expectations for a majority of students.
- In KG, inquiry and investigative skills are at an early stage of development. In the higher phases, targeted laboratory journals are helping to improve students' practical skills and understanding of the scientific method, although skills in planning, carrying out and evaluating investigations are underdeveloped.
- Students in all phases are adept at applying scientific understanding to real world issues. Grade 5 students compare fibrous and tap root plants and interpret data on their relative needs for water. Grade 7 students use their knowledge of ecological succession to discuss potential recovery of fire damaged ecosystems.

### For development:

- Provide more opportunities for students in all phases to develop investigative skills specified in the NGS standards.

## UAE Social Studies

	All phases
Attainment	Good

- Across all phases, the attainment of a majority of students is above curriculum standards, with girls attaining at slightly better levels than boys.
- Students acquire knowledge of key concepts and factual information of local geography and history at levels above curriculum standards. Students' knowledge of world-wide history and geography is underdeveloped.
- The strong links made with UAE society and application of this knowledge have improved students' understanding of the subject and created a strong foundation for future development.

### For development:

- Provide more opportunities for students to compare and contrast the history and geography of the UAE with those of other countries.

## Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- Across the school, students work diligently, increasingly taking responsibility for their own learning. In the elementary phase, students have established routines such as active group work and talk partners for sharing their ideas. Students in the middle and high school phases are more passive in lessons.
- In KG, children work and play harmoniously. In Arabic, students collaborate and work well together. However, they do not always communicate their learning using standard Arabic, preferring their own dialect.
- In mathematics and science, students are often required to apply their knowledge to real life scenarios. In Islamic education, students use role play very effectively when exploring issues around bullying. Of particular note in Arabic is the very strong link with the UAE through topics such as Al-Bateel.

### For development:

- Ensure that students regularly have more opportunities to develop their innovation skills.
- Ensure that all students know their learning expectations, particularly in writing.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Very good

- Overall, students demonstrate positive and responsible attitudes towards their learning, particularly in the KG and the high school phases. Most students become self-reliant and grow in confidence as they progress through the school. Positive behavior is reinforced through the use of “class dojo”.
- Mutually respectful relationships are evident among students, their peers and adults. These relationships contribute to a safe learning environment. Students understand the needs of others and are caring and helpful.
- Students in all phases demonstrate positive attitudes to, and can explain the reasons for maintaining, healthy lifestyles. They participate in a wide range of sporting activities during lessons and extra-curricular sessions organized by the school. Students' attendance is good.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the phases show an excellent appreciation of Islamic values and the impact these have on the multicultural communities within the UAE. They exhibit, for example, an in-depth awareness and knowledge of the expected dress code, the significance of ‘Masajed’ and the Islamic rituals.
- Students respect the UAE culture. Older students confidently discuss aspects of the UAE heritage. Opportunities to initiate their own UAE cultural events or thematic weeks are evident.
- The school successfully engages students in celebrating a wide range of Islamic values and rituals. As an example, students demonstrate their commitment to the Pillars of Islam during special breaks dedicated to prayers.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students enthusiastically share their projects completed for the school’s Innovation Day. One group constructed a “Smart Library” application for people with language impairment. Students demonstrate a consideration for others, for example, when they provide buddy support for students of determination.
- Younger students are very involved in recycling and reusing projects, for example, by designing wheelchairs out of bottle tops. The upcoming Feria will be a showcase for student start-ups, selling their wares and developing their understanding of profit, loss and entrepreneurship.
- Older boys have had recent success in a Young Emirati Science competition, taking second place with their laser charger. Students who participate in the Model United Nations conferences show a growing understanding in line with students from other countries.

**For development:**

- Improve punctuality to lessons.
- Ensure that all students have more opportunities to initiate and participate in environmental projects.
- Expose students to a wider range and deeper understanding of other world cultures.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- The majority of teachers have good subject knowledge and increasingly understand how students learn. Science teachers know their subject well, providing well-paced lessons that are closely related to expectations. However, English teachers, especially in the high school, do not have sufficient knowledge of age-related expectations.
- The majority of teachers use a range of resources to enhance learning. In mathematics there are too few resources in the elementary school to support students’ conceptual development and understanding.
- In KG, teachers regularly ask questions to encourage children to think for themselves. Across the school, teachers use questions to check understanding. In Arabic lessons, teachers’ questions do not always support the development of higher-order thinking skills.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school assesses content and knowledge in line with the requirements of the CCCS standards. Assessment of skills in these standards and in MoE subjects is less secure. The school is improving the rigor of internal assessments; these indicate higher levels of attainment compared to external benchmark assessments.
- Most teachers’ use of assessment information to influence lesson planning is variable, but improving. In the better lessons, planning ensures that all students understand the required concepts. The more able students are challenged to apply their understanding to real world situations.
- The quality of teachers’ marking, and feedback is inconsistent. Students routinely self-assess their work using, in the better lessons, assessment criteria. However, these criteria are not sufficiently linked to the curriculum standards to enable the clear identification of areas for improvement.

#### For development:

- Ensure that all teachers have a clear understanding of the curriculum standards and have higher expectations for what students can achieve in lessons.
- Ensure that internal assessments in all curriculum areas rigorously evaluate the required understanding and skills at each grade level.

#### 4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The school’s broad, balanced curriculum provides learning experiences that motivate and promote student engagement. A systematic progression facilitates students’ smooth transition within the high school phase and after graduation.
- Students’ learning is enhanced through curricular choice. KG children learn to make choices in learning centers that enhance skills development. Electives and the recent addition of Advanced Placement (AP) calculus offer older students opportunities to explore interests and develop knowledge in a range of subjects.
- Adjustments made as a result of curriculum reviews include a greater, school-wide focus on geometry, an emphasis on reading and vocabulary development, and the utilization of assessment data in target setting and lesson planning. The impact of these initiatives is just emerging.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Modifications to meet the learning needs of all students are inconsistent in teachers’ planning and everyday classroom practice. In all phases, the mathematics curriculum has been modified to bridge identified gaps.
- Students participate in activities that promote enterprise, innovation, creativity and social contribution. The school’s Community Action and Service (CAS) program develops students’ sense of social responsibility.
- Embedded in the curriculum are programs that enhance students’ knowledge, understanding and appreciation of Emirati traditions and values, and the heritage of the UAE. Students further develop their knowledge and appreciation of the history, geography and culture of the UAE in social studies classes.
- Arabic is provided for seven periods per week for children in KG1 and eight periods per week for children in KG2.

**For development:**

- Ensure that curriculum modifications are applied more consistently across all phases to provide appropriate and challenging work for students of all abilities.
- Consider the addition of an alternative pathway in high school for students who cannot meet regular high school requirements.
- Improve transition arrangements from KG to Grade 1 to ensure students’ active engagement in lessons.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Very good	Very good	Very good

- Students across the school are well supervised during breaks, on school buses, and during all school activities. Incidents of bullying are rare, but always thoroughly investigated. Records, including all medical reports, incident reports and subsequent actions taken, are accurate and secure. The school buildings are safe and adequately maintained.
- The school involves all staff, students and parents in programs, such as the school's anti-bullying campaigns and child protection program, to ensure that all students are safe and healthy.
- Recent improvements ensure greater safety. For example, parents can no longer park inside the school compound. Green areas have been extended to provide more leisure and play space.

	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good

- A positive approach to behavior management results in respectful staff-student relationships and positive learning environments. Robust practices are improving school attendance but some students, especially from the boys' section, are not punctual to lessons.
- The early and accurate identification of students' specific needs and abilities informs individual planning. Students of determination receive appropriate support in most lessons, but this is not consistent across the school.
- Social counsellors collaborate with teachers and middle leaders in a school-wide program to monitor and promote the well-being of all students. A career guidance counsellor advises students and supports their parents in planning appropriate career paths and successful applications to further education.

### For development:

- Review the current policy for staff involvement at the start and end of the school day.
- Ensure that effective personalized support is planned and provided for students of determination in every lesson.
- Promote consistent punctuality to lessons for all students, but especially those in the boys' section.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good 

- Leaders communicate a strong commitment to inclusion through policies and processes that aim for consistent provision for students of determination. Teachers are supported by a team who actively promote inclusion. Key goals in the improvement plan aim to enhance the capacity of the school.
- The school uses a range of assessment tools and indicators to guide the early and accurate identification of the specific needs and abilities of students of determination. This practice supports the inclusion team in planning appropriate interventions.
- Parents receive regular reports of their children's academic and personal development. Most are actively engaged with their children in the development of individual education plans (IEPs) and transition plans. Parents access helpful guidance but do not have opportunities to improve their own knowledge, skills and understanding to support their children.
- Appropriate curriculum modifications, accommodations and personal support to meet the individual needs of students within lessons are planned by the inclusion team. These supports enable students to access the curriculum and develop their confidence. However, not all teachers are skilled at implementing the recommendations.
- Progress is actively monitored and tracked using assessment data, class work and IEP targeted achievement. The majority of students make better than expected progress when their specific needs and abilities are appropriately supported.

#### For development:

- Ensure that planned accommodations and effective personalized support are provided for students of determination in every lesson.
- Provide opportunities for parents to improve their own knowledge, skills and understanding of interventions and strategies to support their children.

## 6. Leadership and management

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

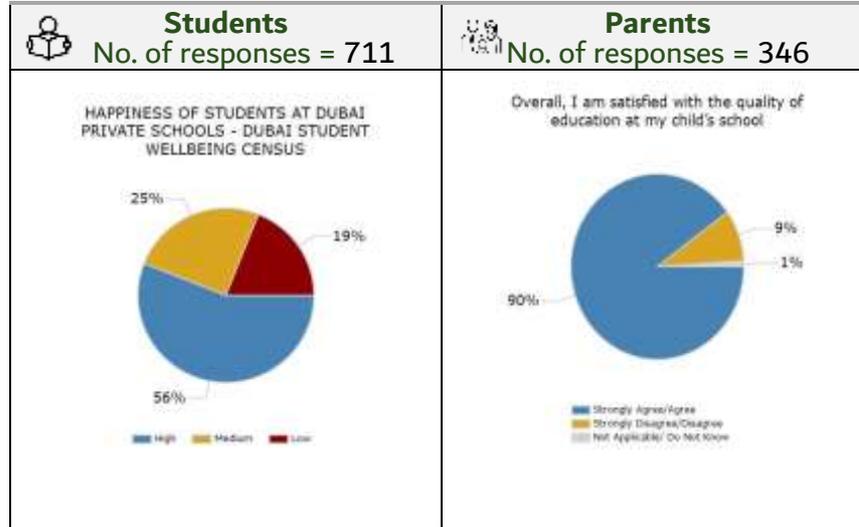
- Leaders at all levels, led by the newly-appointed Director General, promote an ambitious vision which they share with the school community. They are committed to the UAE national and Emirate priorities and facilitate an inclusive ethos. They demonstrate a developing knowledge of the curriculum and best practices in teaching, learning and assessment.
- Information from internal and external sources is analyzed and used effectively to inform school self-evaluation, and to identify key priorities. Effective systems for monitoring and evaluating teaching and learning are improving features. Actions taken to enhance provision are evaluated against students' learning outcomes, and there has been some improvement in a few key subjects. Leaders demonstrate a growing understanding of what needs to be done to innovate and to improve the school.
- There are strengthening links with parents. More are engaging in their children's educational programs. Parents are able to access an increasing number of services and expertise within the school, and receive comprehensive and timely feedback on their children's progress. Parents value the personal advice they receive, the open-door interactions, the quality of support for their children and the improvements in aspects of provision.
- The newly formed governing board is broadly representative of parents, the community and owners. Governors are passionate in their involvement to enhance the quality of education of the school. They are beginning to hold leaders to account for improvements in students' learning outcomes. Governors are aware of the need to improve parts of the premises and facilities, and to provide additional resources for the development of literacy and numeracy. They have begun to address these shortcomings.
- The school's day-to-day management is characterized by generally effective procedures and routines that promote a calm and purposeful learning environment. Staff benefit from regular professional development and are deployed effectively. The premises are adequate overall, but the senior girls' section does not provide a sufficiently appropriate learning environment. Across the school, there are too few specialist facilities and resources to support the expected level of learning.

### For development:

- Ensure that school leaders regularly and effectively use assessment information to monitor the quality of teaching and the management of resources.
- Ensure that governors provide facilities and sufficient resources that are appropriate to support the learning needs of all students.

## Views of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Most students agree that they are happy while at school and optimistic about their futures. Most persevere with tasks, and enjoy being with their friends. Most students feel safe and do well in their work, but a few comment on bullying. The inspection team found little evidence of bullying during the inspection.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Most parents who responded to the survey indicate satisfaction with the quality of education provided by the school, and the responsiveness of leaders to parents' suggestions and views. They agree that teachers help their children to develop skills to learn effectively, but they are less positive about their children developing positive relationships with their teachers. They think that their children are safe at school, and that parents are provided with adequate information so that they can support their children's educational journeys. Only a few parents consider that bullying is an issue in the school. The inspection team concurs with the parents' perceptions.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)