

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Ittihad
Private School
(BR)

Celebrating
10 years of
inspections

AL ITTIHAD PRIVATE SCHOOL (BR)

AMERICAN CURRICULUM

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School information

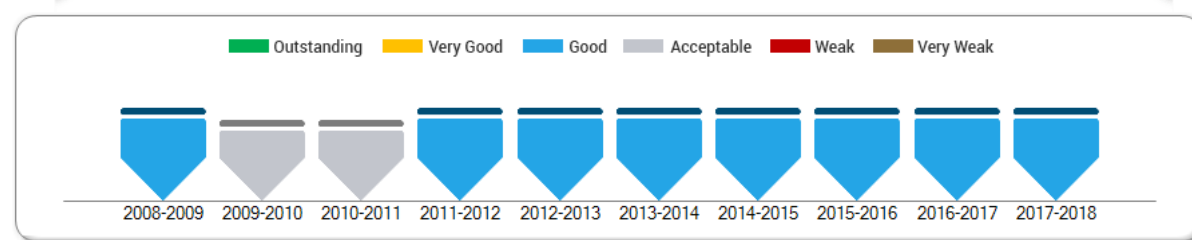
General information	
Location	Al Safa
Type of school	Private
Opening year of school	1998
Website	http://www.ipsjumeira.com
Telephone	00971-4-3945111
Address	Jumeira, near Safa Park. P.O.Box. 37090 Dubai, UAE
Principal	Nehad Saeed Al Shamsi
Principal - Date appointed	9/1/1999
Language of instruction	English
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	156
Largest nationality group of teachers	Lebanon
Number of teaching assistants	40
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	19%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2217
Number of children in pre-kindergarten	0
Number of Emirati students	1990
Number of students with SEND	78
Largest nationality group of students	Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US / California
External tests and examinations	PSAT, SAT, MAP
Accreditation	NEASC, CIS
National Agenda benchmark tests	MAP

School Journey for Al Ittihad Private School (BR)



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Al Ittihad Private School (BR) was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership across all phases and subjects is of a very high quality. It has recently been strengthened by the addition of further posts. Leaders are clear about their responsibilities and their roles in developing the school. They have a positive effect on the school's improvement. Governance has ensured that the school is fully compliant with regulations. Management, premises and resources enable high quality learning.

Students' achievement

Students' achievement is at least good in all phases and subjects. In the Kindergarten (KG), it is consistently very good. Students' progress has improved to very good in the elementary school in Arabic as a first and an additional language. It has also improved in the middle school in mathematics and Arabic as an additional language and in the high school in mathematics and Islamic education. Students' attainment has improved to very good in Arabic as an additional language in the middle school and science in the high school.

Students' personal and social development, and their innovation skills

All students demonstrate a very secure understanding of Islamic values and awareness of the Emirati culture. Students play a full part in their school, national and wider communities. They have a strong work ethic and take many positive actions to improve the environment. Attitudes, self-discipline and relationships are extremely strong, especially in the lower phases.

Teaching and assessment

Overall, teaching is at least good in all phases and subjects. It is very effective in the KG, where teachers match learning to children's needs extremely well, and in the high school, where good questioning and effective choice of activity accelerate students' progress. The use of assessments, such as CAT4 and MAP, has provided rich information about students' individual abilities.

Curriculum

The curriculum undergoes continuous review and improvement, in line with external requirements. Providing new online reading resources, introduced as a result of concerns about standards of English literacy, is an example of initiatives that are having a positive impact on students' learning. Greater choice is now offered in the high school. There is a developing culture of innovation in the school.

The protection, care, guidance and support of students

High standards of care and support positively develop students' beliefs, values and attitudes towards each other and towards the environment. The provision for students with special educational needs and disabilities (SEND) is very good and is enhanced by the after-school enrichment programme. Improvements have been made to the safety and security of the school environment, and emergency exit procedures have been revised effectively.

What the school does best

- The continuing outstanding quality of leadership, resulting in significant improvements to student outcomes
- The very good teaching, learning and curriculum in the KG leading to very good attainment and progress in all subjects
- The very high levels of students' personal development with regard to values, cultural pride, sustainability and community service
- The very safe and secure environment for students, teachers and visitors
- The very strong processes for assessment, that increasingly and positively impact on teaching and the curriculum, and support the progress of nearly all students.






Key recommendations

- Improve the consistency of teaching in order to raise the attainment and progress of all students by:
 - developing a common understanding of the needs of learners of English as an additional language
 - addressing variations in the performance of boys and girls
 - integrating opportunities for students to apply and evaluate their learning in new situations, in innovative ways and at deeper levels
 - considering students' progress in evaluating the effectiveness of teaching skills.
- Enhance the design of the curriculum by providing greater challenge for the most able students and by providing appropriate courses in the high school.

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	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Very good ↑	Not applicable
	Progress	Not applicable	Very good ↑	Very good ↑	Not applicable
English 	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good	Very good
Mathematics 	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good ↑	Very good ↑
Science 	Attainment	Very good	Good	Good	Very good ↑
	Progress	Very good	Good	Good	Very good

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good ↑

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding ↑	Very good	Very good
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	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Very good ↑
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good ↑	Very good ↑

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



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

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

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

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

- Students' attainment as indicated by the National Agenda Parameter (N.A.P) is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- The leadership team supports the vision and goals of the National Agenda (NA). Their NA action plan clearly describes the intervention steps, as well as the processes for monitoring and measuring outcomes.
- Data analysis, in support of the N.A.P is of high quality. This information is used increasingly to craft learning strategies suited to improve students' outcomes.
- Using students' CAT4 assessment information, the school has made modifications to the curriculum in all subjects.
- Almost all teachers make changes to their teaching strategies using information from the N.A.P.
- The requirements of the N.A.P have a significant positive impact on students' effective use of resources and on their development of research skills.

The school's provision for achieving its National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Leaders and governors have fully embraced the drive to improve the attainment of all students and see this initiative as a further opportunity to develop the good work of the school. Effective use is made of assessment data to monitor students' progress, and parents are kept well informed of how well their children are doing.
- There has been a strong focus, beginning in the KG, to help students improve the range and sophistication of their learning skills and their independence. The recent and successful introduction of the CAT4 has led to a more sophisticated and reliable measure of students' potential which helps form a valuable baseline from which to measure their progress and plan for improving it.
- There is a growing momentum within the school to use what teachers know about students' potential and their actual achievement, and to adapt the curriculum for groups and individuals. Teachers refine their skills in planning activities that closely match the needs of Emirati students, and that can enable them to extend their progress and promote their learning skills.

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

Moral Education

- The moral education curriculum is delivered through discrete lessons and assemblies and is integrated through relevant activities in the other subjects. Lessons are taught in both English and Arabic.
- Lessons are well planned with strong features of critical thinking, challenge and connections to personal experiences. A wide range of resources is used to promote students' active learning.
- Students consistently demonstrate their ability to apply their learning to personal experiences and their understanding of local and global topics.
- A range of assessments are used to evaluate students' understanding of topics. Reports to parents ask for their feedback, which helps the school evaluate the quality of the program.

The school's implementation of the UAE moral education program is well developed.

Social Studies

- The school offers UAE social studies as a discrete subject. It is taught in Arabic with a strong emphasis on developing students' knowledge, skills and understanding.
- Teachers use a variety of strategies that engage students in lessons effectively, ensuring they make progress and connect content to their life experiences outside the school.
- Learners work collaboratively and demonstrate creativity in their projects.
- Assessments that measure learning in multiple ways are used effectively by teachers to meet the needs of all groups of students.

The school's implementation of the UAE social studies program is well developed.

Innovation in Education

- The majority of students can lead on and produce high-level projects, characterized by good planning, collaboration and creative presentation. This is particularly strong in science and mathematics.
- Students in the elementary school carry out research on different kinds of plants and plant vegetables in the school garden. The vegetables are to be used in making salads for students.
- In the better lessons, teaching promotes students' critical thinking, taking the initiative, problem solving and other innovation skills. However, such skills are not developed systematically or extensively across all lessons.
- A few lesson plans contain modifications to promote the development of students' innovation skills. Some teachers use innovative approaches and strategies in their classrooms.
- School leaders show tremendous capacity to improve and innovate. At times, the drive for consistency in teaching inhibits teachers' abilities to innovate. Leaders understand that the school's vision and mission will need modification to better incorporate innovation. The school plans to discuss this with all stakeholders.

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

Main inspection report



1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Very good 

- Assessment information and lesson observations indicate students make very strong progress in the elementary and high schools. In the middle school, students have good knowledge and understanding of Islamic values and principles but are less confident in applying these to real life situations.
- Students can analyze, infer and apply the lessons learned from prescribed events in Seerah, such as Islamic battles. They understand and apply the rules of worship. Their recitation and memorization skills are developing.
- Students' progress in the high school has improved as a result of two factors. The first relates to students' ability to use trusted, external Islamic references to extend their knowledge and understanding. The second is the new curriculum program for improving memorization and recitation skills.

For development

- Improve students' achievement by using appropriate teaching strategies to meet the needs of individual students and by offering them opportunities for independent learning.


		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good 	Good	Good

- Lesson observations and work scrutiny show that the majority of students have gained mastery in language skills. The school's internal assessment data shows an even stronger picture. Students' progress in the elementary school is stronger than in the middle and high schools, where girls outperform boys.

- Students have strong listening skills. Their skills in speaking classical Arabic are still developing. Students read with a good level of understanding with an age-appropriate appreciation of literature. Students' creative and extended writing skills meet expectations.
- The extended reading program and the reinforced focus on the writing process have led to improved levels of students' reading and writing skills. The teachers' use of standard Arabic in all lessons has a clear impact on developing this language aspect among students.

For development


- Increase opportunities for students to write for different purposes.
- Ensure the reading material used is more meaningful and relevant to students' lives and promotes their in-depth understanding.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good	Very good ↑	Not applicable
	Progress	Not applicable	Very good ↑	Very good ↑	Not applicable

- Students in the elementary school, show good language skills and make rapid progress. Students in the upper middle grades, attending special Arabic classes, demonstrate better levels of achievement.
- Students are confident at reading aloud but show less developed skills in comprehension. Although they have a wide range of vocabulary, their application of grammatical functions is variable. Writing is their least developed skill.
- The high level of challenge, the wide exposure to Arabic in the elementary school and the focused and intensive learning experiences in special Arabic lessons in the middle school have led to improved outcomes in all language skills.

For development


- Ensure all Arabic teachers in Grades 1 to 6 provide support for students studying Arabic as an additional language.

		KG	Elementary	Middle	High
English 	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good	Very good

- Students in the KG and the elementary school rapidly acquire English language skills through the language immersion program. In the middle school, the shift in lessons from basic language skills to their application, lowers students' attainment and progress.
- Classroom observations, work scrutiny and internal assessments indicate stronger attainment and progress in the KG, the elementary school and the high school than that demonstrated in external assessments. In the high school, greater rigor and challenge develop students' language skills rapidly, and these are consolidated in learning in other subjects.
- The recent introduction of online software provides students with a differentiated, adaptive program to extend and enhance their reading skills. They develop increasing fluency, using a range of literary devices, in their writing. They are also developing an understanding of their strengths and weaknesses.

For development

- Improve students' writing skills, especially in the middle school, by providing opportunities for planning, drafting, editing and revising and through opportunities for extended writing in all subjects.


		KG	Elementary	Middle	High
Mathematics 	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good ↑	Very good ↑

- Large proportions of students make good or better progress from their starting points and reach higher levels of attainment than predicted, particularly in the KG, the middle school and the high school. In the KG, children's attainment is at a mastery level. Students' attainment is lower in the other phases but is good overall.
- KG children understand shapes and concepts, including addition and subtraction. Students' skills of algebraic manipulation are well developed in the middle and high schools. Their knowledge is better than their skills of application. Their reasoning skills are the least developed.

- Staff have worked hard and with success to improve the curriculum, teaching and assessment, taking account of external test results, which tend to be less positive than the school's internal assessment data. As a result, students' progress has improved, particularly in the middle school and the high school.

For development

- Develop students' skills in tackling problems which require extended reasoning rather than a small number of steps and short-response answers.

		KG	Elementary	Middle	High
 Science	Attainment	Very good	Good	Good	Very good ↑
	Progress	Very good	Good	Good	Very good

- Students' internal test results show stronger achievement than their external test results. The achievement levels of girls are higher than those of boys, across the grades and phases. Most lessons in all phases motivate and challenge students and provide them with independent learning opportunities.
- Students can design their own experiments and can test their predictions. As a result of considerable time in the laboratory, they have well-developed scientific skills. Their recording skills are developing, in line with their English language skills.
- Students' sense of inquiry and innovation is developing. They can apply their learning well to real life. This is clearly visible in projects, such as transforming waste water into electricity, which were submitted by the high school students to the 'Think Science' competition.

For development

- Take steps to improve the boys' attainment and progress.

	KG	Elementary	Middle	High
Learning Skills	Very good	Good	Good	Very good ↑

- Students' learning skills are developing more rapidly in the lower and upper ends of the school, where students have more responsibility for their own learning and exhibit better levels of active involvement, interaction and collaboration.
- Students engage actively in lessons, individually and in groups, although effective collaboration varies. Their application of new learning to the real world and to other areas of study is still developing, as is their application of innovation, enterprise and critical thinking skills in day-to-day lessons.
- The development of students' learning skills, particularly collaboration, inquiry-based learning and critical thinking, is dependent on the quality of teaching across the different subjects and phases. This is a whole-school training focus and is an improving feature of lessons.

For development

- Ensure planning and delivery of lessons promote productive and meaningful collaboration among students and provide activities that help students develop their inquiry-based and critical thinking skills.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding ↑	Very good	Very good

- Students' attitudes in all phases are very positive and responsible. Their behavior is especially respectful and considerate. In the middle and high schools, these high personal standards are consistent among all the girls and nearly all the boys.
- Students' relationships reflect sensitivity to the needs and differences of others. As a result, relationships among students and staff are respectful and considerate. Bullying is rare throughout the school.
- Students enjoy being at school and this is reflected in the small numbers that are late or absent every day. Most understand what constitutes a healthy diet and enjoy opportunities for physical exercise.

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

- Students have an excellent understanding and appreciation of the values of Islam. They can share detailed examples of how Islamic values have a great impact on the daily lives of people in Dubai. They show tolerance and respect for others.
- Students show an excellent appreciation for the UAE and its culture. They proudly discuss its success as one of the most developed countries in the world, citing its happy citizens and residents and its sustainable growth in economy, technology, and tourism.
- Students can talk in detail about their own culture and have a clear awareness and appreciation of the other cultures found in Dubai. They participate in international relief campaigns, as well as international visits and competitions.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students actively take on roles of responsibility in the school and the wider community. They initiate and manage projects and school events efficiently. They participate voluntarily in charity projects, such as the ones organized by the UAE Red Crescent and Dubai Cares.
- Nearly all students show a very positive work ethic in planning, initiating and leading projects and enterprise activities. They demonstrate innovation through their Science, Technology, Engineering, Art and Mathematics (STEAM) projects and through their learning in the Robotics and the Think Science competitions.
- Students participate in activities that have an impact on sustainability and conservation in the local and global environment. The 'Think Green Campaign' promotes recycling material and reducing electricity consumption. Students can describe the use of solar energy in Masdar city, one of the UAE initiatives for sustainability.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Very good ↑

- Lesson planning and delivery in the KG consistently meet the learning needs of young learners. The open nature of planned tasks supports mixed-ability grouping. Teachers in the high school consistently combine their considerable subject knowledge with students' maturing learning skills to accelerate their progress.

- In the elementary school and middle school, where most teaching is good or better, teachers adjust learning tasks to meet the needs of most students. Teaching strategies to promote students' critical thinking and problem-solving skills, and to better challenge learners are developing features of lessons in these phases.
- The school is working to improve teachers' skills to a consistently high level. Teachers across all subjects have a wide range of strategies to use in their lessons. Some teachers do not evaluate the impact of their teaching strategies on students' progress.

	KG	Elementary	Middle	High
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

- Assessment practices are very effective throughout the school. Teachers in the KG, have detailed knowledge of the strengths and weaknesses of children through their on-going assessment practices. Thoughtful test construction and accurate analysis of data results in curriculum modifications and teaching strategies that are matched to students' learning needs.
- Elementary, middle, and high school teachers use a common approach to assessment. The outcomes from both internal and external assessments are effectively analyzed by school leaders at individual, section and phase level. The performance of girls is compared with that of boys.
- Effective assessment practices provide useful information about how students learn. The school has developed good practices around using the results of the new cognitive assessments. The sharing of this information with students and their parents supports future progress.

For development

- Develop teachers' understanding and use of open-ended questions to enable students to develop their skills of analysis, synthesis, and evaluation.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Very good	Very good	Very good

- The California State Standards and the Ministry of Education (MoE) standards provide a curriculum that is broad and balanced. Progression is systemic, enabling a smooth transition within and between phases. The use of a curriculum software ensures consistency in provision and fosters opportunities to target standards and learning outcomes and to evaluate the effectiveness of lessons.

- Curricular choice, integral to a US curriculum, enhances and extends students' learning. In the KG, children make choices through learning centers that rapidly develop their skills. In the high school, students follow their interests and ambitions through elective courses. A range of after-school clubs is also based on their interests.
- Review and development of the curriculum are on-going and rigorous, ensuring that the implementation of the curriculum meets the needs of all learners. Subjects are skillfully linked. STEAM and the moral education program are recent examples. The school regularly checks its compliance with US and MoE curriculum requirements.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good	Very good ↑	Very good ↑

- The school is pro-active and regularly modifies the curriculum to support all learners. Adaptations ensure sufficient rigor and challenge. Students with SEND are successfully engaged and challenged.
- Students engage in a variety of classes, activities and projects that enrich and extend their learning. Their innovation is developed through activities arising from the Innovation Boxes, in the KG and elementary school, and through classes in robotics and graphic design.
- Through the curriculum, especially through the UAE social studies program, students develop a deep appreciation, knowledge and understanding of the UAE's values, history, culture and society.

For development

- Increase the promotion of innovation and challenge in lessons so they are real, relevant, interesting and personalized.

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

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

- All staff implement the school's arrangements for health and safety very effectively. Procedures for safety and security are well thought out and well implemented. Medical staff play an important and effective role in keeping students healthy and in promoting healthy lifestyles.
- Safeguarding of students and child protection are given particular attention. Evacuation drills are carried out regularly, as are the necessary checks on food and other areas of hygiene. The premises have ramps to ease access for all groups of students, but there is no elevator.

- Staff have vigorously addressed almost all shortcomings identified in the previous inspection report. Training for safeguarding has been delivered, but procedures are not consistently understood by all staff.

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

- The school's caring ethos encourages students to show kindness and consideration to others. There are clear policies that support the management of behavior, and any exceptional unacceptable behavior is dealt with quickly and fairly. Attendance and punctuality are monitored carefully by class teachers.
- The needs of students with SEND are identified accurately and quickly. A range of flexible and well-planned interventions ensure that students with SEND make good, and sometimes very good, personal and academic progress. Students who are gifted and talented also receive increasingly effective challenge.
- Students' personal development, confidence and social awareness are fostered very efficiently. The school counsellor, the newly formed enrichment program and pastoral staff provide well-structured guidance to support students' choice of electives and other educational decisions.

For development

- Ensure staff undertake refresher training on safeguarding and monitor their understanding and implementation of the safeguarding policy.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- School leaders, including the inclusion champion and inclusion governor, have a very strong commitment to the sustaining, inclusive ethos of the school so that all students are provided with the care and support they need. Generous provision is made in terms of staff and resources.
- Well-trained, specialist staff make speedy and accurate assessments of all students with SEND. Well-planned support is made available to students especially in individual and small group settings. Students who are gifted or/and talented are also identified increasingly well.
- Parents are very closely involved in their children's development and are kept well informed about their progress, through both formal and informal exchanges of information. Extremely useful guidance, through workshops and training sessions, helps parents understand how they can support their children.

- Individual education plans (IEPs) give comprehensive guidance and targets for students' improved progress. They are used with increasing skill to guide students' improvement in class. Closer involvement of parents and students in setting and monitoring IEP targets is under review.
- Students' progress is carefully and regularly monitored by skilled staff. Students who receive individual support or work in small groups with specialist teachers often make better progress than those in class, where the focus on specific individual needs is more variable.

For development

- Monitor closely and regularly all lessons to ensure that students with SEND are consistently well supported and get work that is challenging and matches their needs.

6. Leadership and management

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

- The national priorities are centrally placed in the school's vision. All leaders have an exceptionally high understanding of current best educational practice and clarity about their roles and responsibilities. Collectively, they have the capacity and energy to improve school performance much further, as evident by the large number of measurable improvements that have been made since the previous inspection.
- The school's self-evaluation is informed by a number of external sources including parental responses to particular initiatives. Rigorous systems for monitoring the quality of teaching are in place. However, these do not give sufficient weight to students' progress. Long-term and short-term planning accurately identifies the school's needs. However, the synthesis of these plans does not provide a sufficiently clear focus on priorities.
- Parents' involvement in the school is encouraged and is fully developed. Discussions in the Mothers' Council inform leadership. However, the views of the council are not systematically gathered. There are extensive and highly-effective systems of communicating with and reporting to parents. Parents are very well-informed about their children and school life through a variety of means. Parents welcome receiving their children's test results.

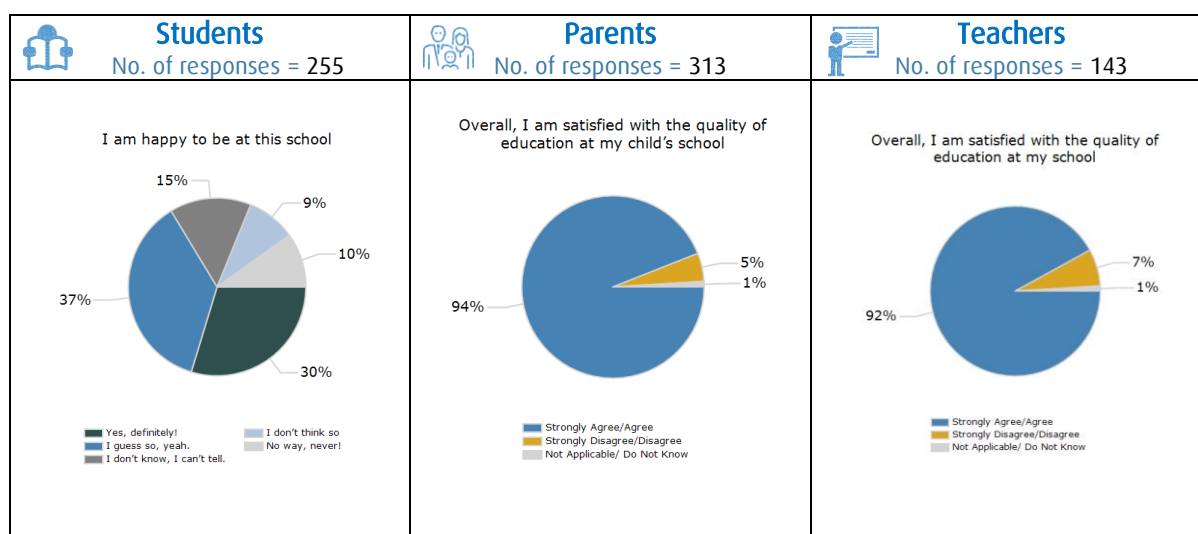
- Governance is highly responsive to the stated needs of the school. Its knowledge of the school is dependent on the termly reports from school leaders and informal meetings with members of the parent body. Notable examples of improving provision include the enhancement of leadership posts and staffing of the SEND department. Governance ensures the school is fully compliant with regulations.
- Staff manage the day-to-day school arrangements very well, ensuring that the school runs smoothly. The premises are well maintained. The school's investment in human resources is significant. The number of teachers, who are well qualified and with the required English language proficiency, is very good. Improvements to the learning environment include enhanced learning technology infrastructure, students' leisure areas and a greater number of electronic devices.




For development

- To support school's self-evaluation process, ensure a greater focus on the measurement of students' progress in lessons.
- Modify action planning to provide greater clarity with regard to priorities and improvement goals.

The views of parents, teachers and senior students

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



 Students	<ul style="list-style-type: none"> Most students who responded to the survey are satisfied with most areas of school life. A large majority respond that they are happy at the school. They agree that career and educational guidance is strong and feel that the school listens to their views. Inspection findings support these views. Students are not so positive that their views are acted upon. They also express disappointment with the range of extra-curricular activities the school provides.
 Parents	<ul style="list-style-type: none"> Parents who returned the survey are very positive about all aspects of school life. Nearly all are satisfied with the school. They are appreciative of the development of Islamic values, the enjoyment of their children's reading in English and the provision for safety and security at the school. As with teachers, they report that they would like to see more extracurricular activities for their children and a broadening of the curriculum.
 Teachers	<ul style="list-style-type: none"> Teachers' responses are very positive too. They echo the positive points stated by the parents and agree with the inspection team that the quality of leadership in the school is very high. There are small concerns with respect to students' levels of respect and behavior, opportunities for professional development and the breadth of extra-curricular provision for students.

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