



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Al Rashid Al Saleh Private School

Curriculum: MOE

Overall rating: Good

Read more about the school



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“Don't look  
behind to  
see who is  
following you,  
but look forward  
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Oud Metha
Type of school	Private
Opening year of school	1971
Website	www.alrashed-alsaleh.com
Telephone	04-3376126
Address	Oud Metha, P.O. Box 4458
Principal	Sister Samira Ayoub Botrus
Language of instruction	Arabic
Inspection dates	15 to 18 February 2016

### Students



Gender of students	Boys and girls
Age range	4-19
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	2659
Number of children in pre-kindergarten	0
Number of Emirati students	216
Number of students with SEND	241
Largest nationality group of students	Arab

### Teachers / Support staff



Number of teachers	164
Largest nationality group of teachers	Arab
Number of teaching assistants	13
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	30%

### Curriculum



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

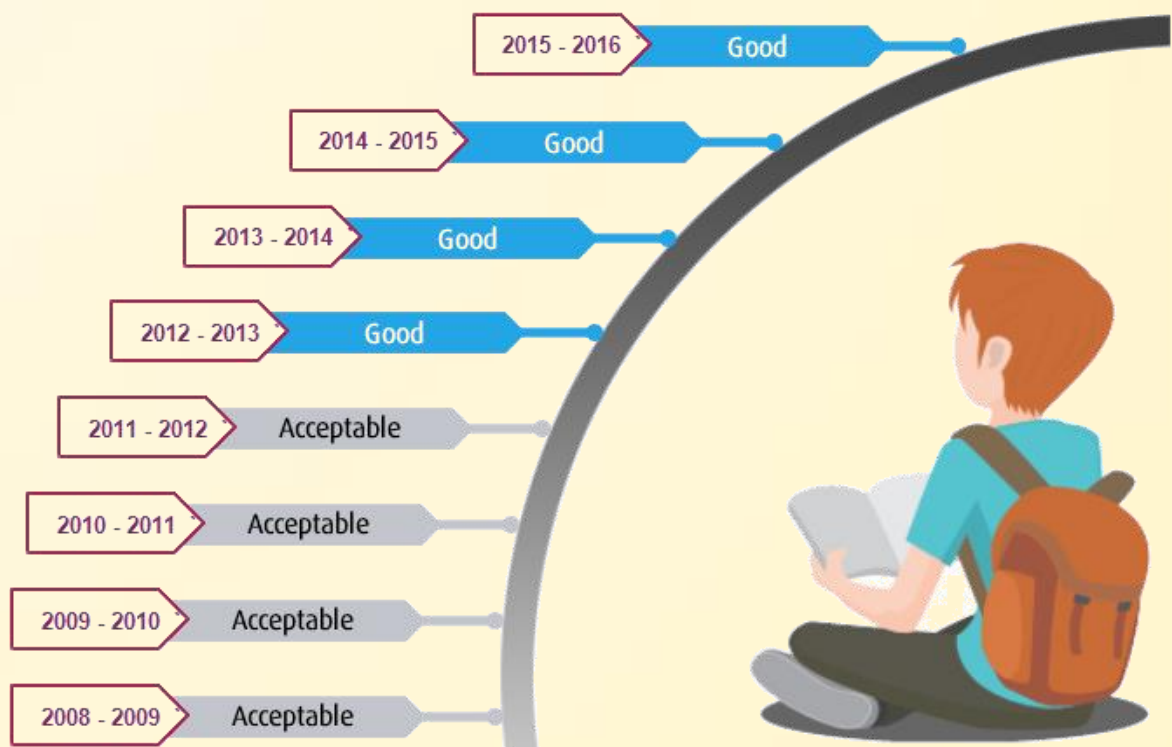


## Summary for parents and the community

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

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?

Overall, **Al Rashid Al Saleh Private school** provided a **good** quality of education for its students.

- Students' attainment and progress were good or better in most phases and had improved in some subjects in Cycle 3. In kindergarten (KG), children's progress was good or better, however, their attainment in Arabic, English and science was acceptable. Students were eager to learn but were not always challenged enough in lessons. Students' attitudes toward learning were exemplary, and their learning skills overall were good.
- Students demonstrated very positive attitudes and were highly respectful toward their peers and adults in classes and in assemblies. They supported one another well and applied their understanding of Islam and the local culture to their everyday lives. Students participated extremely well in the school community. They were interested in their environment and global issues.
- Teachers planned their lessons well but they did not systematically meet the needs of all students. For example, high achievers did not always reach their full potential. In the better lessons, they designed activities that challenged students and extended their learning. Although the school had gathered a great deal of information on students' outcomes, this was not used consistently to accelerate their progress.
- The curriculum had a clear rationale. It was broad and well balanced, but teachers did not always modify it to stretch the more able or support the low achievers. The school provided a variety of enrichment opportunities to enhance the curriculum. Extra-curricular activities were limited and included participation in Arabic reading competitions and recitation of the Holy Qur'an.
- The school provided a safe and caring environment. Students were well supported and guided in making appropriate choices for their future pathways. The provision for students with special educational needs and disabilities (SEND) had improved.
- The school leaders had a strong vision focused on securing the best outcomes for all students. They were self-critical and acted swiftly on any feedback they received. This had resulted in some improvement in the quality of provision since the last inspection. Parents played an important part in the life of the school and contributed to some aspects of the curriculum. The school took account of their views. Governors had high expectations for their students and deployed resources where they were needed most. The school buildings and facilities were of good quality. Although new technologies had been included, teachers and students did not use them regularly enough.



### What did the school do well?

- The principal and her team had created an ethos of care and support for all students.
- Students' attainment and progress were mostly good and had improved in cycle 3.
- Students' attitudes and behaviour were exemplary as they cared and supported each other, applying the values and knowledge of their culture.
- The school was more inclusive than in the previous inspection and had improved its provision for students with SEND.





### What does the school need to do next?

- Governors and Leaders should improve the processes of self-evaluation by holding teachers more accountable for their students' achievements both in internal and external tests.
- Empower teachers to modify the curriculum by:
  - creating learning environments which promote critical thinking and independent learning;
  - developing the curriculum in the KG to ensure that there is an appropriate balance between adult and child centered learning.
- Improve the attainment and progress by students by:
  - providing further training for teachers in the use of assessment data when planning lessons, in doing so, ensuring all students, including those with SEND and those who are gifted and talented, make accelerated progress against their different starting points.
  - raising expectations of students in lessons.



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

- In lessons, students with SEND generally made the expected progress. Most teachers lacked the skills to plan activities to meet the needs of all students in their classes. They were unable to help them work on their next steps in learning.
- Parents of students with SEND appreciated the improvements in communication between them and the school. They were kept informed through regular meetings and whenever they approached the school. Parents received useful information about their children's progress and achievements through formal meetings and reports.
- The school leaders and the teaching staff welcomed and supported parents of students with SEND. They ensured that parental involvement was a priority.
- The school worked closely with parents to help them understand the needs of their children and provided good support and guidance for parents through meetings and workshops.

### 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 met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was as expected.
- The school had successfully promoted awareness and understanding of the National Agenda and the National Agenda Targets to most of its stakeholders. Teachers, especially in mathematics, demonstrated their understanding of the skills that students must show in order to achieve successful outcomes on international assessments. Students in Cycle 3 were much more aware of international assessment requirements than those in Cycle 2.
- In some subjects, the school had developed the curriculum to reflect the requirements of TIMSS and PISA tests. Students had limited opportunities to develop their investigative and enquiry skills. They were beginning to demonstrate the skills and abilities that would be useful on international assessments.
- In some lessons in Arabic, mathematics and science, teachers promoted the development of students' critical thinking. This was more evident in Cycle 3. In a small number of lessons, open questions developed students' problem solving skills. In mathematics in particular, students were able to apply their learning to real life situations. Older students were able to demonstrate some of the skills necessary for international tests.
- Students gathered a range of information from different sources including the use of information and communications technology (ICT). However, more typically students completed such work outside of lessons. The ICT did not support students in lessons in their extended investigations. There were too few opportunities for students to work independently to research information.

## 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 school's leaders, although committed to the UAE's national priority of innovation, had yet to develop an innovation policy. Nevertheless a number of initiatives had been introduced which encouraged new and creative solutions to school improvement. The school environment and resources already supported a number of initiatives. It was recognised that the school would need to enrich the curriculum in order to embed innovation skills across all subjects and phases.



Overall school performance


Good

1. Students' achievement

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Learning skills</b>	Good	Good	Good	Good

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

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


## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	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	Very good 	Outstanding	Outstanding	Outstanding
Care and support	Good 	Good 	Good 	Good 

## 6. Leadership and management

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



## 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	Acceptable	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Good	Good
Science	Acceptable	Good ↑

- In Islamic education, the majority of children attained levels that were above curriculum expectations. In lessons and workbooks, children knew of the Five Pillars of Islam and many supplications. In relation to their starting points, a large majority of children made better than expected progress in Islamic concepts, memorization of short verses from the Holy Qur'an. For example, KG2 children recited 'Ayat Al Kursi' and demonstrated understanding of the importance of water with relevance to the Holy Qur'an and Hadeeth. The KG1 children understood the importance of caring for animals and were able to relate this to their personal lives.
- In Arabic, most children had developed acceptable listening and speaking skills. Their ability to read letters and words with the correct intonation was increasing and improving. The majority of children made better than expected progress in lessons and over time. They were able to apply their knowledge to learn new vocabulary and decode unfamiliar words.
- In English, most children started KG with little or no prior experience. They could understand a few common words and phrases, and use simple words to reply to short familiar questions. Their pronunciation skills varied. In KG1, a few children could answer in short sentences and recognise most letters of the alphabet. They were able to match the initial sounds to objects beginning with that sound. Children in KG2 made good progress in speaking and listening. They could read short, similar words with some visual prompts. A minority could read a few high frequency words. Their writing was limited to copying simple words and short phrases.
- Children in KG1 made good progress and attained well in counting in both Arabic and English. They deepened their understanding of the concept of number by using tangible objects and pictorial representations. They had gained a basic understanding of 'capacity' through sand and water play. Almost all children could recognise simple two-dimensional shapes and a few could describe some of their properties. In KG2 children continued to make good progress in number and place value. Almost all children could count accurately to at least 20 and most could add two single-digit numbers. The majority could also compare two single-digit numbers using mathematical symbols. Their abilities to solve open-ended problems and relate their learning to real-life situations were underdeveloped.
- In KG1 children developed their knowledge of the living world, for example, by learning about themselves and naming parts of the body. They could classify wild and farm animals. They cared for plants in the garden and were beginning to understand what plants needed to grow. They had a basic understanding of floating and sinking. Children in KG2 used their five senses to understand that water can be a liquid, a solid or a gas. The school's assessment information showed that a majority of the children made good progress developing their knowledge and understanding of science. This was not evident in the lessons or their workbooks. Their skills in investigating things were limited.

### Cycle 1

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

- In Islamic education, the majority of students' attainment was above curriculum expectations. They had secure knowledge and understanding of the Pillars of Faith and the life of the prophet (PBUH) and his companions. Students had strong knowledge of the Pillars of Islam and well-developed Qur'an recitation skills. They demonstrated secure understanding of the meanings of the Qur'an and Hadeeth. They could give details of the 'Last Day' and support their answers with verses from the Qur'an and Sunnah. They were skillful in making connections to real life situations. For example, Grade 3 students could recite Surat 'Al Lail' adhering to the rules of recitation and could make links to other subjects in the curriculum. The majority of students made better than expected progress in lessons and over time.
- In Arabic, the majority of students across this cycle had confident listening and conversational skills. They could apply their knowledge of words and phrases in new situations using accurate standard Arabic, especially at the upper grades of Cycle 1. Students had strong reading and comprehension skills, but their writing skills were gradually developing. Students performed well in external examinations, such as the National Assessment Programme (NAP), and attained levels above the UAE and Dubai averages in reading, with the exception of those students in Grade 3. In the upper grades, the majority of students made good progress in lessons and over time in their listening, speaking and reading skills. There was no particular difference in attainment and progress between boys and girls in this phase.
- In English, the majority of students performed well on NAP tests, attaining levels above the national averages in writing and comprehension. Students were able to extend their vocabulary and write short paragraphs competently. They were developing greater confidence in conducting short conversations. At this stage, their reading and comprehension skills were better developed than their writing.
- In mathematics, students' attainment was good with a majority of students attaining levels that were above curriculum standards. In lessons, students were fully engaged and enjoyed their work. They applied their learning to the real world and as a result made good progress. For example, students were learning about money and developing financial skills. Visits to supplement their classroom learning further enhanced their understanding and application. Students with special educational needs and disabilities (SEND) accessed learning tasks that matched their needs.
- Internal and external tests indicated that the majority of students in science attained above the national averages. They had a firm grasp of knowledge and understanding. For example, they knew the structure of atoms, and could describe substances using physical properties. Their investigative skills were developing. Their attainment in external tests was consistently high over time, a result of better than expected progress for by majority of students. The majority of students were able to show good progress in lessons; a good sense of purpose moved their learning along.



## Cycle 2

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

- In Islamic education, the majority of students had strong Qur'an recitation skills, and good understanding of the Hadeeth and Pillars of Faith. They demonstrated sound understanding of their personal responsibilities and the impact of hypocrisy. For example, Grade 7 students recited the Surat 'Al Rahman' confidently, applying accurately well-developed recitation rules. Grade 8 students discussed the content of the Hadeeth and identified key aspects of social and personal responsibilities. Students made good connections to the UAE's culture and personal experiences. A majority of students were making better than expected progress compared to their starting points.
- In Arabic, students had good listening and conversational skills. They used standard Arabic confidently and applied it accurately in new situations. They supported their speaking with relevant Hadeeth or Qur'an verses. Most students had advanced reading and text analysis skills. They could interpret and analyse poems and essays skillfully and independently, while establishing links between literature and their current day context. Students performed well on external examinations and attained levels above the UAE national averages. Students' extended and creative writing skills were developing. There was no difference in attainment and progress between boys and girls.
- In English, the majority of students did well on external NAP tests, attaining levels above the national averages in reading, writing and comprehension. Students showed greater fluency, used language, and increased vocabulary and grammar more accurately and precisely. Their listening, reading and comprehension skills had improved and they were able to write more confidently. Their skills in conveying feelings and expression were less well developed. Students enjoyed the opportunities for independent learning, and were able to assimilate information and presented their learning in a variety of forms. Students were a little better at acquiring and using information than using language for literary purposes. Students could retrieve, interpret, integrate and evaluate information. Some students however were not as confident in their speaking and presentational skills. Many students were beginning to develop a love of reading for pleasure.
- In mathematics in Cycle 2, there was extensive information on students' attainment, largely as a result of external assessments that were linked to both the national and international standards. Analysis of this assessment data confirmed that the majority of students' attainment was good. Lesson visits revealed that students tackled a range of mathematical problems and were able to apply problem-solving strategies appropriate to their grade. Those students with SEND were able to achieve well.
- In science, tests indicated that the majority of students were attaining above the national averages. Their knowledge and understanding were generally of a good standard and students were able to discuss their understanding clearly. Internal tests showed an improvement over the preceding three years. Equally importantly, there were early signs of improvement in the learning of practical skills, which improved their knowledge and understanding. Most students made better than expected progress over time with external test results confirming this. An increasing level of collaborative work encouraged good progress. The majority of students made better than expected progress in lessons. There was no single group which failed to make at least expected progress.

**Cycle 3**

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

- In Islamic education, the majority of students had good recitation skills. They had a good grasp of Islamic concepts, Sunna, Aqeeda and values. They had an understanding of how the Prophet Mohammad (PBUH) preached and disseminated Islam. They could establish connections between the principles of Islam to the contemporary scholars and particularly to the UAE context. The majority of students understood conditional Sunnah, and were able to apply it supported by a Hadeeth. The majority of students in this cycle made better than expected progress in lessons and over time, with girls outperforming boys.
- In Arabic the majority of students had advanced reading comprehension and speaking skills. They could analyse texts well and responded to critical thinking questions and tasks. They were actively engaged with literary texts and extended the meanings beyond the textbook. They spoke in debates with great confidence and conviction justifying their claims and supporting them with quotations from Hadeeth and verses from the Qur'an. They consistently used standard Arabic with confidence. Their extended and creative writing skills were developing. Over time and compared to their starting points, the majority of students showed good progress in most language skills, especially reading and speaking. There was no particular difference in attainment and progress between boys and girls.
- In English, students achieved very high standards on external examinations. Students used higher order thinking skills to critically evaluate a range of texts, then organise and integrate various pieces of information into extended writing. Their research skills had improved and they made effective presentations of their spoken and written language to their peers. They spoke clearly, articulately and confidently, using a variety of genres and expressing themselves imaginatively and with appropriate feeling and emotion. A project by Grade 10 girls was a good example of enterprise and research. They produced a thought-provoking video entitled 'The Bitter Truth' with appropriate commentary highlighting the plight of victims of various crimes and raising moral issues to stimulate wider discussion and debate.
- In mathematics, the results of assessments in Cycle 3 showed that a large majority of students achieved outcomes that were above curriculum standards, achieving very good levels of attainment. The quality of students' projects in mathematics was high with imaginative applications of their learning. For example, students produced clocks where the time was deduced as a result of solving algebraic equations. Students could apply their knowledge and skills to the real world.
- Assessments in science showed that the majority of students were operating at a level above the national averages. A minority of students had well-developed investigative skills, whilst for others, the journey was still starting. More challenging group work was leading to greater knowledge and understanding of key concepts, such as equilibrium and pollution of the environment. The large majority of students made better than expected progress. Their independent study skills were becoming well-developed and there was evidence of higher order thinking.

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

- Students were eager, motivated and industrious. When given responsibility for their own learning they responded with enthusiasm. Some of them were aware of their strengths and weaknesses and used that knowledge to improve their learning, particularly when prompted and encouraged by their teachers.
- In many lessons, students were given the opportunity to interact and collaborate with their peers, and they responded with enthusiasm. They made individual presentations and group role-plays in some lessons. The formal paired desk arrangement in many classes was not always conducive to collaborative work in small groups.
- Students frequently made connections between their learning and related these to their understanding of the world. Their choices of topics related to everyday life. For example, using audio-visual aids such as computers and mobile phones to investigate airplane flight paths, theme parks with rollercoasters and places in towns enabled students to make connections and apply their learning to the real world.
- When students were given opportunities to solve problems, they did so with confidence; an example was the making of a video on preventing crime and keeping safe. Critical thinking and problem solving skills were observed in the best lessons, typically more so in Cycle 3 classes, but not always consistently. Students rarely used technology to deepen their learning.

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

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

- In classes and in assemblies, students demonstrated very positive attitudes and were highly respectful toward their peers and adults. They responded positively to feedback from teachers and peers. For example, when taking part in peer assessment, students commented sensitively on their peers' work and gave appropriate advice on how to improve.
- Students showed maturity and self-discipline. They treated their peers and adults with respect. Their behaviour in class and moving between lessons was exemplary and required little direction. Grade 5 students explained the importance of following the school rules and respecting adults. Students in Grade 4 showed good awareness of bullying and cyber bullying and its negative impact on the lives of those effected.
- Students demonstrated strong relationships with adults and each other. They were considerate and compassionate towards the needs of others. For example, students with learning difficulties felt safe during lessons when contributing to the whole class. Older students contributed to the learning experiences of the younger learners.
- Students were very conscious of the importance of healthy eating and living. They took part in various initiatives linked to healthy eating and demonstrated an understanding of the importance of making healthy choices. For example, Grade 3 children described the benefits of fruits and vegetables and the consequences of unhealthy eating. All students took part in daily physical exercise at school.

- Students' attendance rates and punctuality were generally very good. Students were normally on time to school and were self-disciplined when moving between lessons or coming back from break.

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

- Students in all phases demonstrated very strong understanding and appreciation of the values of Islam. They had a well-developed knowledge of the role that the mosque played in modern life in the UAE. Grade 5 students discussed in detail the range of activities that took place in the mosque and cited evidence from the Qur'an of its importance. Students took part in practical local Qur'an competitions and events celebrating the Hajj.
- Students were highly respectful of the UAE's culture and traditions. They showed strong knowledge of Emirati history and the role of the leaders in shaping the modern Emirates. Children in the KG led cultural assemblies and sang the national anthem with enthusiasm. They celebrated the National, Martyr's and National Flag Days. Grade 11 students practiced traditional henna designs.
- Students developed understanding of their own cultures. They showed care and tolerance toward other cultures. Across the school students celebrated 'Culture Week' when they demonstrated the different clothing and foods from around the world that were represented in Dubai.

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

- Students participated extremely well in the school community. They had very positive attitudes toward their work and fully understood their responsibilities as members of the school body. The students' council was very active in keeping the school's corridors and playground organized and safe. They were actively involved in charitable projects and campaigns to collect funds and clothing for people in Syria and Yemen.
- Students demonstrated excellent understanding of the importance of self-discipline, persistence and hard work in order to be successful. They developed entrepreneurial skills in school-organised projects. For example, students raised funds by selling items they produced. Students in mathematics classes were learning to make economic decisions in their projects.
- Students were actively involved in improving their school environment. The Clean Committee contributed to keeping the school environment clean. Cycle 1 students planted various vegetables and fruits as part of the science projects. Students showed awareness of various local and global environmental issues. They participated in seminars and trips to raise their awareness.



### 3. Teaching and assessment

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

- Most teachers in all cycles had at least secure and often good subject knowledge, particularly in the upper grades. Although teachers in the KG were developing their understanding of how young children learned, they did not provide sufficient opportunities for them to be active. In the best lessons, teachers varied their strategies according to the ages and stages of development of their students.
- Almost all teachers' planning identified the content and outcomes of the lesson. Attractive learning environments supported learning with vibrant displays of students' work. High quality resources were available, especially for KG children. Teachers used technology to engage and stimulate learning, but its use by students was limited and in the KG there was none. Almost all teachers used the time effectively, but on occasion insufficient time was allowed for reflection at the conclusion of a lesson.
- In most lessons, teachers routinely used closed questions to review and recall previous learning. This was particularly the case in the observed lessons in the lower grades and KG. In the better lessons, teachers asked increasingly challenging questions to promote higher order thinking and to elicit fuller answers from students. The opportunities for students to engage in purposeful discussions with their peers were limited.
- Teachers knew their students well. In most lessons, they planned to meet the differing needs of students. In the better lessons, they designed activities that challenged students and extended their learning. All too often, teachers' expectations were too low and students were carrying out simple work instead of more challenging work that would be in line with their abilities.
- In the better lessons, teachers used effective strategies to promote critical thinking and develop students' independent learning skills. When given the opportunity, students demonstrated the ability to work independently and in small groups. In general, the teaching strategies and methods used to enable students to become lifelong and independent learners were insufficiently developed. Students' problem solving skills varied in quality.
- Teaching in Arabic was planned to engage students by effective questioning and develop their reading comprehension and analytical skills. Teachers did not always utilise strategies to meet the differing needs of students across the school.

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

- The school had well-established internal assessment procedures. Internal assessments were appropriately aligned to the curriculum standards and expectations for each grade. Teachers could access this information and track students' progress. The marking of students' work and feedback provided to them were recorded. Teachers understood what their students knew and could do in a range of subjects. The school gathered an extensive range of information on children in the KG.
- The school used NAP tests to assess and analyse students' attainment in Arabic, mathematics and science in Grades 3, 5, 7 and 9. They compared the results to other schools delivering the same curriculum. International Benchmarking Tests (IBT) measured students' attainment against international standards in English, mathematics and science for grades 6, 7 and 8.



- The school analysed the results of external assessments of students' attainment in the core subjects. Consequently, teachers were extremely well informed about students' progress at the time of the assessments. Teachers routinely and consistently checked daily learning tasks to track students' progress and inform students about their performances.
- Assessment information ensured that teachers had good knowledge of most students' abilities and skills. However, when planning lessons, teachers did not always use this information to meet the needs of different groups of learners. The school used assessment information to modify the curriculum to meet the needs of those learners with SEND.
- The assessment of learning supported the large majority of students well because their teachers were well informed about their strengths and weaknesses. As a result, additional support was readily available for those who needed it. The school attached great importance to personalised support and guidance in order to prepare the older students for their next phase of learning.

#### 4. Curriculum

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

- The school followed the Ministry of Education (MoE) curriculum across all phases and met all statutory requirements. It was well balanced and extended through lessons in art and physical education. Students had access to technology in most cycles but not in the KG. Most lessons in the KG were teacher-led with very few opportunities for children to choose and be independent learners, as is expected for this stage of development. In most grades there was a greater emphasis on the acquisition of knowledge with less emphasis on skills development.
- The design of the curriculum ensured continuity from year to year. Progression to the next stage was adequate in most subjects but dependent upon teachers' ability to meet the needs of all students of all abilities. In most respects, students were well prepared for the next stage of their education. Students in Cycle 3 had the option to follow the International English Language Testing System (IELTS) to ensure they were well prepared for their first year at university.
- Choices of courses for older students were adequate, although the option for boys to follow the arts programme was restricted because of the greater importance given to mathematics and science.
- The thematic approach adopted in the KG enabled children to deepen their understanding of various topics and concepts, with bilingual teaching offered in KG 2. Children learned mathematics and science in both Arabic and English, extending into Grades 3 and 5. In the later cycles there were meaningful links made between Islamic education, Arabic and social studies. However, there were insufficient links between mathematics and science.
- In the KG the curriculum had recently been reviewed to ensure that the needs of young children were better met. There were more opportunities for active learning, personal social and emotional development and language development. In other cycles the school reviewed the curriculum mainly in response to changes and recommendations from the MoE.
- Social studies were taught in discrete periods. Strong connections were established with Arabic and Islamic education at all levels of the school. The planning was mainly reliant upon the textbooks, with a few other online resources. The review of the curriculum was an emerging process at the school.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The school had identified the need to modify the curriculum in order to meet the needs of all students. In mathematics, at the upper grades this had been carried out with some success. However, teachers of most subjects applied the curriculum too rigidly and did not adapt it to fully meet the needs of either students with SEND or those with gifts and talents.
- The school provided a variety of enrichment opportunities to enhance the curriculum, such as art and musical tuition. Students developed an understanding of enterprise by making and selling goods and giving the profits to good causes. Outside visits were arranged to extend students' knowledge. Extra-curricular activities were limited and included participation in Arabic reading competitions and recitation of the Holy Qur'an.
- Students' very positive attitudes and behaviour around school, and their knowledge and understanding of the traditions and heritage of the UAE reflected the effectiveness of the school's provision for developing awareness and understanding of Emirati culture. The youngest children quickly learned the names of the seven Emirates and older students enjoyed visiting them.

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good ↓	Outstanding	Outstanding	Outstanding

- The school effectively promoted its caring and compassionate ethos. Students felt safe and knew that they could turn to the adults in the school if they had worries or concerns. Staff training in child protection was thorough and policies on anti-bullying and safe use of the internet were promoted effectively.
- Staff members were generally vigilant to potential risks to students' health and safety and had fully addressed the safety issues raised in the last inspection report. Concerns identified during this inspection had been resolved swiftly and effectively.
- The school maintained the buildings very well and the premises were very secure. The medical staff kept extremely thorough student records and kept a careful watch on students' health and well-being. Excellent procedures were in place for first aid, administering medication and vaccinations.
- The premises provided a very good physical environment for students to learn and play. It was well suited to students with SEND. Although there was no lift in the girls' section, the school ensured that all facilities were as accessible as possible to wheelchair users and those with impaired mobility.
- The school doctor and social workers successfully promoted safe and healthy living. Students were involved in lively presentations on topics such as Protect Your Heart, and the staff worked with KG children on the correct method of hand washing. The range of snacks in the canteen ensured that students were able to make healthy choices. Good attention was paid to shading outdoor areas and access to fresh drinking water.

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

- There was a strong ethos of care and trust amongst the whole school community and relationships at all levels were very respectful. There were excellent systems in place to enable students to manage their own behaviour very effectively. Students appreciated the rewards systems and understood the consequences of their actions.
- The school had highly successful systems in place to promote outstanding attendance. New procedures to monitor and reduce lateness were having a positive effects upon students' punctuality, but some parents were still not bringing their children to school on time.
- The school had developed good systems to identify students with SEND both upon entry to the school and when teachers had concerns about students' academic and personal development. The school had identified students who were gifted and talented and was developing enrichment activities to support and extend their learning.
- The school had developed useful individual plans for students with SEND and for those who were gifted and talented. Class teachers were aware of students' needs but were not skilled enough at planning activities to ensure that students with SEND were able to work on their next steps in learning.
- The staff, especially the social workers, knew the students very well and closely monitored their wellbeing and personal development. The staff provided valuable advice on a range of issues such as health and relationships. Students appreciated the guidance they received on future career pathways, including visits to career fairs and universities.

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

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

Acceptable ↑

- The school had, since the last inspection, made valuable investments in staffing, systems and resources for SEND. The provision for students with SEND had improved and was of acceptable quality. Although the admissions policy did not refuse to admit students with SEND, neither did the policy promote its inclusive ethos to the wider community.
- The school made good use of assessment data and referrals from the teaching staff to identify the needs of students with SEND. It worked closely with external professionals to verify these assessments. The school had developed good quality individual education plans (IEPs) and intervention programmes focusing on the students' identified needs.
- Parents of students with SEND appreciated the improvements in communication between them and the school. The school worked closely with parents to help them understand the needs of their children and provided good support and guidance for parents through meetings and workshops.
- Although a few teachers made effective use of the IEPs to adapt the curriculum, most teachers were insufficiently skilled at planning activities to meet the needs of all students. Modifications to support students' personal development were good when students worked with specialist staff. Through well-planned interventions, the staff worked with sensitivity to enhance students' personal and social skills.

- The school made good use of assessment data to check the academic achievements of students with SEND, but was less secure on using information about students' progress. Students were involved in writing and reviewing their IEPs and had very positive attitudes to their learning. In lessons, students with SEND generally made the expected progress.

## 6. Leadership and management

### The effectiveness of leadership

Good

- The principal with her senior leaders had set a clear direction for the school. Their vision was to secure the best academic and personal outcomes for all students. All members of the staff embraced this vision and were committed to the UAE's national priorities. In support of this, the school had used external benchmark tests such as the IBT to better match students' academic outcomes with the international expectations.
- The leaders of the school promoted a positive learning culture. They were receptive to, and showed a willingness to review their practice. The school was a close community of practice wherein relationships were productive.
- There was a real collegiate approach to leading the school. A team of experts in subjects and domains effectively supported the leaders. Communication was effective. Meetings were regular and included developmental time within departments around specific areas of improvement.
- Leaders understood the priorities for school improvement but did not always accurately factor in the required time to secure growth. This resulted in over-generous ratings in the school's self-evaluation document. Ratings were readjusted upon receipt of the IBT external examination results during the inspection.
- The school was compliant with statutory requirements. Notable improvements had been made to the quality of the provision since that last DSIB inspection, particularly in the provision for students with SEND.

### School self-evaluation and improvement planning

Good

- Processes to bring about improvements included action plans and regular monitoring of key targets. The school was aware of the UAE's national priorities and was passionate about securing the best outcomes for all students.
- Lesson observations were frequent and informed professional development activities. For example, a key focus for the school was the training of teachers to meet the needs of all students more effectively. The school recognised that they needed to raise teachers' expectations of students' learning in lessons.
- The school used internal and external data to evaluate its performance. It enabled the school to identify the key strengths and areas of improvement. The school used external benchmarking, data such as IBT, to compare itself to other schools in the Middle East.
- The school had maintained a good quality of education for students. Areas of school had improved since the previous inspections. Resources had been increased and effectively deployed to raise attainment, including that by students with SEND.



## Partnerships with parents and the community

Good

- The school organised a variety of activities to involve all parents. These included workshops for parents of students with SEND, careers information and various celebrations of students' success.
- Communication with parents was frequent. The school was transparent and had an open access policy. They were swift in addressing parents' queries or concerns. Parents took part in classroom activities in the KG.
- Parents were satisfied with the reporting systems the school had in place. It informed them about both the academic and personal development of their children. They included regular progress meetings and report cards.
- The school continued to expand its links with the wider community and other schools. For example, students enjoyed the links with businesses as it enhanced their learning experience. Nevertheless, the links were not sufficient to have positive effects upon most students in school.

## Governance

Good

- There was broad representation of stakeholders on the governing board. They shared their experience and expertise to the benefit of the school.
- The board met regularly to monitor the progress of the school's performance. They sought the views of both parents and students and capitalised on the intervention of various stakeholders.
- The board deployed the right resources. This was particularly the case of the SEND department, where new teachers were appointed and training was provided to equip all teachers with the right pedagogical approaches to adequately support students with SEND.

## Management, staffing, facilities and resources




Good

- The day-to-day operational management of the school was very effective. The school was a safe learning environment and students were prompt in attending their lessons.
- The leaders and the governors deployed the staff effectively. New improvements had raised standards in some areas, such as the SEND department. This resulted in the school being more inclusive and providing the students with greater levels of support.
- The school premises were clean and safe. The classrooms were of a good size but overcrowded when the number of students was too high. New technologies and resources were on the increase, but teachers did not systematically use them during lessons.
- The classrooms were equipped with multi-media projectors and teachers used their laptops to access the internet in lessons. The ICT facilities were of good quality and included the use of tablet computers in a minority of lessons.



### 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	
<b>Parents*</b> 	2015-2016	72
	2014-2015	194
<b>Teachers</b> 	53	
<b>Students</b> 	431	

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

- Parents were overall very positive about the quality of education the school provided.
- Students enjoyed the caring environment of the school.
- Teachers reported having access to a wide range of training and resources. They felt supported by their leaders.
- Senior students commented that there were not enough extra-curricular activities available.

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)