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# INSPECTION REPORT

2017-2018

Dubai  
National  
School

Celebrating  
10 years of  
inspections

DUBAI NATIONAL SCHOOL  
AMERICAN CURRICULUM



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## School information

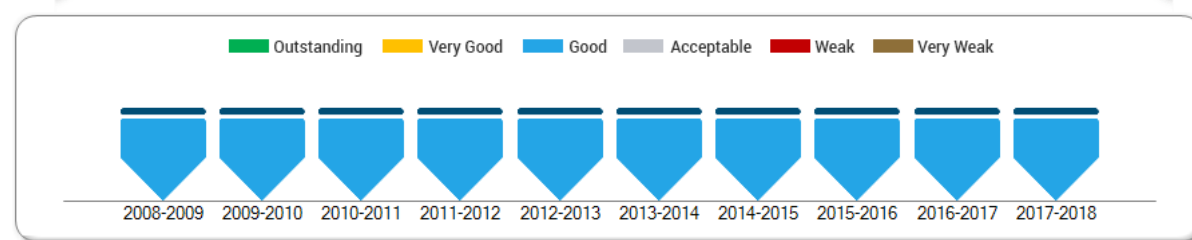
General information	
Location	Al Barsha
Type of school	Private
Opening year of school	1988
Website	www.dnsalbarsha.com
Telephone	043474555
Address	Shk. Zayed Road - Al Barsha area- behind Mall of Emirates P.O. Box 24060
Principal	Suad M.A. Abu-Harb
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	251
Largest nationality group of teachers	Jordan
Number of teaching assistants	21
Teacher-student ratio	1:11
Number of guidance counsellors	7
Teacher turnover	14%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2726
Number of children in pre-kindergarten	0
Number of Emirati students	1734
Number of students with SEND	189
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	US
Main curriculum	US
External tests and examinations	SAT, TOEFL
Accreditation	NEASC
National Agenda benchmark tests	IBT, MAP

### School Journey for Dubai National School





## 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

**Dubai National School** was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

Senior leaders promote a clear vision of the school's priorities. Not all middle leaders understand how to model best practice. Parents are highly engaged and very strong community links impact positively on students' outcomes. Input from experienced educators and students has strengthened governance, and governors are challenging school leaders on the journey to improvement. They are committed and have invested in human and structural resources.

### Students' achievement

Students' knowledge of Islam is strong, but their ability to make connections to modern issues is limited. The disparity between boys' and girls' outcomes remains, especially in the elementary phase. In the middle and high phases, progress has improved in science and mathematics. In the Kindergarten (KG), progress is very good in English; most children enter the school as additional language learners.

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

Students display a positive work ethic. Their empathy towards others illustrates their heightened awareness of Islamic values and supports learning in most areas. Students are developing strong innovation skills. KG children enjoy age appropriate opportunities for creativity. Older students are role models, demonstrating entrepreneurial skills in supporting charities. They are aware of the powerful environmental issues.

### Teaching and assessment

Most, but not all, teachers demonstrate a thorough knowledge of their subjects and understand how students learn. The majority encourage active student engagement. Discussion is an important tool in all phases. Teachers are beginning to understand assessment processes, but the impact on lessons is limited. Marking has improved, but there are few examples of developmental guidance for students.

### Curriculum

An imaginative and dynamic curriculum offers high phase students opportunities for innovative projects, enterprise and independence. Cross-curricular links are developed between subjects and provide an opportunity to address real world issues. The KG curriculum is modified to provide high quality learning experiences. Many enrichment and extra-curricular activities ensure engagement and success beyond the school. Modification for students with special educational needs and disabilities (SEND) and for students who are gifted and talented is underdeveloped.

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

Student safety has improved by addressing issues at drop-off points. The recommended refurbishment of the KG play area is planned but not accomplished. All students feel staff are approachable. Senior students receive good academic guidance. Absence is addressed well, but classroom management in elementary boys' lessons is sometimes an issue. Students with SEND are identified well, but support is variable.

### What the school does best

- The capacity of senior leaders and a number of teachers, particularly in the middle and high phases, to improve the learning experiences and personal outcomes of students
- The very good progress, most students in the middle and high school phases make in mathematics and science
- The breadth of curriculum experiences in the KG and in the high phase
- The parental support and strong links with the community
- Students' strong understanding of Islamic values and their strong awareness of Emirati culture.




### Key recommendations

- Increase consistency in teaching and classroom management strategies, by sharing the school's best practice, to ensure that all students have similar opportunities to develop their learning skills.
- Raise students' attainment and progress across all subjects and in each phase by ensuring teachers make full use of the school's analysis of assessment information to:
  - modify the curriculum,
  - improve their lesson planning
  - personalize students' learning.
- Reduce the significant difference between the outcomes of boys and girls in the elementary phase by addressing:
  - the limited opportunities for independent learning for boys
  - the weaknesses in classroom management.
- Improve students' access to research opportunities during lessons by:
  - strengthening Wi-Fi access across the school
  - providing more opportunities for children in the KG to use of technology.

## Overall School Performance

Good

### 1. Students' Achievement

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

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 6. Leadership and management

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



## 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:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment in MAP tests in English, mathematics and science is below expectations across all phases.
- School leaders understand how the National Agenda impacts upon many of the performance indicators.
- Triangulation of all assessment data occurs and the outcomes of this are understood by teachers. This is just beginning to have an impact in the classroom.
- The analysis of National Agenda data, the focus on skill development and specific subject knowledge are all considered when individual departments conduct their curriculum reviews.
- The outcomes of the N.A.P impact strongly on the opportunities for students to be innovative and investigative in the high school.
- A majority of students are familiar with the N.A.P reports and these help them to increase their understanding of the importance of learning technology in developing their research skills.

**Overall, the school's provision for achieving National Agenda targets meets 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**

- School leaders are aware that the verbal reasoning skills of Emirati students are below those of non-Emirati students, and boys' performance is lower than that of girls. They analyze data relating to Emirati students and compare it against internal and external assessments. The school helps parents to understand the purpose and the importance of the Cognitive Ability Test (CAT4) information and offers guidance about reading programs.
- The learning skills of Emirati students are good in the elementary and middle phases and very good in the high phase. Aspirations are generally high, especially amongst the older students. Clear expectations have been set on how assessment data should be used to modify lessons. Most teachers are beginning to narrow the gap between verbal and non-verbal reasoning by developing critical thinking and language skills during lessons.
- The school is developing strategies to improve the verbal reasoning skills of all students, including those who are Emirati. In English, there are reading programs, including digital applications to support pronunciation and comprehension. Students are developing their debating skills. In other subjects there is a focus on increasing the range of vocabulary and the correct use of terminology.

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

### Moral Education

- The moral education programme (MEP) is delivered from Grade 1 to Grade 9. It is aligned with the school's curriculum framework. There are smooth and coherent transitions between grades.
- Classes are taught in Arabic and English. Ministry of Education (MoE) textbook content is enhanced by projects, videos, community and family activities and special theme days.
- Students actively participate in lessons, they apply their understanding to personal, local and global contexts, appropriate to their ages.
- The school follows the assessment strategies listed in the moral education textbook. Rubrics are being developed for project work and special activities.

**The school's implementation of the UAE moral education program is developing.**

### Social Studies

- The relevant, balanced, cross-curricular approach fully meets the MoE social studies standards. The program is well managed across the school.
- Fully qualified specialists deliver the curriculum well, in Arabic and in English, from Grade 1 to Grade 9. A wide variety of resources and approaches are used to engage students.
- Strong learning skills ensure students absorb social studies' concepts. They make connections with other subjects and with their own lives.
- There are strong assessment practices in the school, but there is limited use of the data generated to modify the curriculum or teaching.

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

### Innovation in Education

- STEAM projects allow students freedom to be inventive and creative. In response, they think critically to overcome problems and work systematically from design to realization.
- Students display a strong work ethic. Older students provide role models, demonstrating a range of entrepreneurial skills leading to enterprises supporting fundraising for local charities.
- Teachers guide students to think creatively, to analyze and to apply their learning to real world situations. They make cross-curricular links, especially in science and mathematics.
- The curriculum ensures there is a range of opportunities for students to develop innovative skills, for example in an Arduino programming elective in the high phase.
- Senior leaders and almost all middle leaders are committed to promoting innovation. Students in the high phase share the same commitment, and take a leadership role alongside their teachers.

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

## Main inspection report


### 1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good ↓	Good

- Attainment in Islamic education is strong across the school, but with some disparity between genders. Girls achieve more, particularly in the higher phases, where understanding of Islamic concepts and principles is more evident and better recitation skill is acquired.
- In all phases, students' acquisition of knowledge is stronger than their application of concepts to life. Students demonstrate robust understanding of Islamic etiquette and values. However, their abilities to make connections to contemporary issues and to analyze complex texts is less developed.
- A broad spectrum of extra-curricular activities has accelerated students' progress in Holy Qur'an recitation and in integrating Islamic values in daily life. However, knowledge-focused learning and lack of independent or critical thinking opportunities slow the rate of progress.

#### For development

- Create more opportunities for students to apply learning skills, in order to motivate them and to enable them to transfer their learning to real life contexts.

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

- A majority of students attain levels that are above MoE curriculum standards during lessons and in recent written work. The school data show high attainment, which contrasts with IBT results that show lower attainment in Grades 4, 5 and 6.



- Listening and reading are the strongest skills. Writing and speaking are generally good, but when students write or speak, they continue to make mistakes in grammar.
- Since the previous inspection there has been particular improvement in students' ability to use language in a wider range of real life situations. Students ably extract values and moral lessons from reading text.

#### For development


- Improve students' knowledge and understanding of grammar by emphasizing the structural aspects of language and ensure that these aspects are embedded in the four language skills.

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

- A majority of students attain levels above MoE curriculum standards for Arabic as an additional language. Attainment and progress are higher in the elementary phase. Girls make better progress than boys in each of the three phases.
- Listening skills are the strongest. Students in all three phases can understand their teacher's instructions and respond to them well.
- Most students can decode written words and sentences. A majority can write simple sentences and short paragraphs about everyday life, using prompts. Since the previous inspection, drama has been introduced to support language use in the elementary phase.

#### For development

- Improve students' independent writing and speaking skills by providing more opportunities for them to practice their use of the language.


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

- Most students begin school with English as an additional language. A majority in each phase attain above curriculum expectations and national standards. Most students demonstrate good spoken English.

- English proficiency increases as students become more confident with their new language. They are able to demonstrate knowledge and apply prior learning to new situations. This is apparent in the students' writing during most lessons in each phase.
- The children and students make very good progress in the KG and in the high phase. In each phase, student progress exceeds curriculum and national expectations with spoken English being the strongest skill. Most students engage eagerly and effectively with their teachers.

#### For development


- Provide more opportunities to share students' writing with a wider audience both within and beyond the school.

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

- Attainment is consistently good in each phase, although progress is better in the middle and the high phases. This is because students have more opportunities to develop independently the key mathematical skills of enquiry, analysis and evaluation.
- As students proceed through the school they increase their capacity to apply conceptual understanding of operations to real world problem-solving.
- An improvement is noticeable in the high phase as students apply the Standards of Mathematical Practice. Their enhanced understanding of these standards helps them to focus on precision and how to make sense of complex problems.

#### For development

- Ensure all students have opportunities to learn independently, in order to deepen their understanding of mathematical concepts.

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

- Attainment is good in each phase. Progress is better in the middle and high phases, where students develop their knowledge, skills and understanding more. Girls' achievement is better than boys'.
- In the upper phases, the majority of students operate at mastery level in the Next Generation Science Standards. However, in each phase, students' attainment is variable when compared with external benchmark tests.
- All students make good progress because they are exposed to an enquiry based program, increasing their understanding of the world. In the middle and high phases they extend their skills through increasingly sophisticated practical investigations, applying appropriate scientific vocabulary.

#### For development

- Ensure that the best enquiry practices are shared across all phases, particularly in the boys' section, to achieve more consistently high standards.

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

- The quality of students' learning across the first three phases is consistently good. It is stronger in the high phase where students develop a more mature attitude towards learning and where opportunities for independent learning are plentiful.
- A strength of learning is students' use of learning technology to develop enquiry skills. This is a particular feature of the high phase. In the elementary phase, learning is more limited and occasionally obstructed by students' inability to concentrate for sustained periods of time.
- Older students, work both independently and collaboratively; developing their own projects and resolving real scientific, technological, engineering and mathematical problems during STEAM lessons. These opportunities ensure the high quality of students' learning.

#### For development

- Increase opportunities for independent learning for younger students to the same level as in the high school phase.

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

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

- The majority of children in the KG, demonstrate very positive behavior and attitudes to learning. Elementary students work co-operatively and confidently, although girls appear consistently committed to their learning, and display more positive behavior than boys. Students in the middle and high phases are more self-disciplined.
- Older students willingly accept suggestions from peers and teachers on how to improve. Most students can explain how food choices support healthy lifestyles. Students are empathetic and sensitive to others' needs, developing relationships that support learning.
- Attendance and punctuality have improved, although some students still arrive during assemblies. Movement between classrooms is orderly, but is dependent on close adult supervision, especially in the boys' section and predominantly in the elementary phase.

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

- KG children develop a strong awareness of age-appropriate elements of UAE culture. Students in other phases demonstrate exemplary respect and appreciation of UAE culture and heritage. The values of Islam are strongly reflected in students' school and home lives.
- Students are highly knowledgeable about their own culture. Interdisciplinary links instill understanding of patriotism, faithfulness, tolerance and other core values of Islam. Many student initiatives and celebrations reflect these values.
- The integration of Islamic values in day-to-day life ensures students' understanding of their own culture. While some students engage in international events and competitions, the understanding of wider world cultures and globalism is less apparent for the majority of students.

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

- Students in each phase exhibit excellent development of social responsibility. Since the previous inspection, children in the KG have more age-appropriate opportunities to engage in school life and to adopt some leadership roles.



- The students display a strong work ethic. Increasingly, they apply their creativity and innovation skills to develop their own projects. Older students are role models for younger students, demonstrating entrepreneurial skills to establish commercial enterprises that support fundraising for local charities.
- As they move through the phases, students increase their awareness of local and global environmental issues. They engage fully in school projects. Students are aware of the strong environmental guidance..

#### For development

- Provide additional opportunities to incorporate enterprise and innovation in all phases.

### 3. Teaching and assessment

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

- Most teachers demonstrate a thorough knowledge of their subjects. A large majority of teachers understand how young people of different ages learn effectively. Most lesson plans are well constructed and reflect curriculum standards appropriate to the grade levels.
- The majority of teachers encourage active student participation through challenging questioning techniques and highly engaging activities. In-depth discussion is a feature of many lessons. This begins in KG and increases consistently through the grades, creating a stimulating learning environment.
- In KG, teachers provide limited opportunities for children to use technology in the classroom. In higher grades, some teachers encourage students to use their own devices for investigations, but students' presentations or research are impeded by weak links to the internet in some areas of the school.


	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The application of assessment processes is beginning to assist teachers to raise students' attainment. In each phase, assessment systems generate a wealth of information. In most departments assessment is increasingly used to identify the strengths and weaknesses of individual students.
- Use of assessment in lessons is variable. Some teachers use data to identify groups and attempt to differentiate activities for them, with varying degrees of success. Some lesson plans incorporate a data sheet that highlights individuals, but rarely is student learning personalized.

- A gap remains between external benchmark test results and those generated internally, but this is reducing. Teachers' marking has improved but, all too often, still fails to provide clear written guidance for students to help them to improve.

#### For development

- Ensure teachers consistently use assessment information to inform their planning and to personalize their students' learning.

4. Curriculum	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Good	Good	Very good 

- The adopted Common Core curriculum is broad and balanced. It is compliant with UAE, MoE and KHDA requirements. Islamic education, Arabic and some science have been introduced into the KG to enrich the curriculum. The introduction of New Generation Science Standards has increased the focus on enquiry skills in all phases.
- Students in the high phase have opportunities not only to extend their understanding of previous subjects, but also to explore a wider range of new elective subjects, including journalism and robotics.
- Cross-curricular links are developed between subjects and provide opportunities to address real world issues. Many enrichment and extra-curricular sporting and other competitive activities ensure engagement, with national and international success for more students.

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

- In KG, teachers successfully modify the curriculum to provide children with high quality learning experiences. The high phase curriculum is imaginative, offering students opportunities to develop their innovation skills, enterprise, independent learning and choice, preparing them for global citizenship.
- The recent increase in the range of enrichment classes and extra-curricular activities in all phases provides greater breadth and further opportunities for individual success.
- Increasingly, MAP and CAT4 data are used to identify strengths and weaknesses in skills as well as knowledge. As a result, the data are beginning to inform curriculum development. Modification of the curriculum for students with SEND and for gifted and talented students is under-developed.

- In the KG, Arabic lessons directly teach UAE values, culture and an understanding of the society. These concepts are reinforced through frequent cross-curricular lessons.

#### For development

- Ensure that curriculum modification in each phase of the school addresses the needs of all groups of students.
- Use the expertise of better teachers to assist other departments to modify their curriculum and to increase their focus on learning skills, to meet the needs of students.

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

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

- The school has a wide range of clearly defined policies and procedures, including those for child protection. These are understood by the staff, the students and their parents. All students are well supervised during breaks, on the buses, and during all school activities.
- Healthy living is promoted by a detailed and fully integrated health education program. The environment is largely secure, safe and hygienic. Leaders are committed to ensuring the refurbishment of the KG outdoor play area.
- Since the previous inspection, the parents' drop-off and collection arrangements have been improved, increasing students' safety. The electronic access system enhances the security of the buildings.

	KG	Elementary	Middle	High
<b>Care and support</b>	Very good	Good	Good	Good

- Staff and students enjoy very positive relationships in all phases. Children are very well supported with the help of classroom assistants in the KG. Students feel they can share concerns with an adult. Senior students receive good academic and careers guidance.
- The school keeps accurate records of attendance and punctuality. Absences are investigated swiftly. Inadequate behavior management is an obstacle to learning during some lessons in the elementary boys' section.

- There are detailed systems to identify students with SEND. Most staff provide some support and intervention, but this is inconsistent as others have little understanding of students' specific needs. The school has taken some steps to meet the needs of the gifted and talented.

#### For development

- Ensure the outdoor play areas in the KG is refurbished.
- Implement a comprehensive policy for the support students with gifts and/or talents.

### Inclusion of students with SEND (Students of determination)

#### Provision and outcomes for students with SEND

Acceptable

- Students and children who join the school are carefully assessed and their needs are identified using the KHDA categories. Staff frequently review students' achievements and plan a range of appropriate strategies and interventions.
- The school keeps parents well informed about their children's progress. Parents value the guidance provided to help them to support their children's learning. They are involved in reviewing their children's individual learning plans. The school recognizes the need to offer parents more workshops on supporting children with SEND.
- High quality interventions by the counselors are effective in supporting students' personal development and emotional wellbeing. In classrooms, the provision for students with SEND is acceptable overall but varies from good to weak. The quality of support by learning support teachers in pull-out sessions is not good enough to ensure rapid progress. Learning support staff have appropriate qualifications.
- The school has robust systems in place to track progress of students with SEND. Staff use a variety of indicators to check that students are on track to reach their goals and most students make expected progress.

#### For development

- Develop the strategic role of the Inclusive Education Action Team to drive through improvement in provision and outcomes for all students with SEND.
- Ensure that all class teachers and learning support staff are skilled in planning activities that take account of what students with SEND already know and can do, and support them to make rapid and sustained progress.



## 6. Leadership and management

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

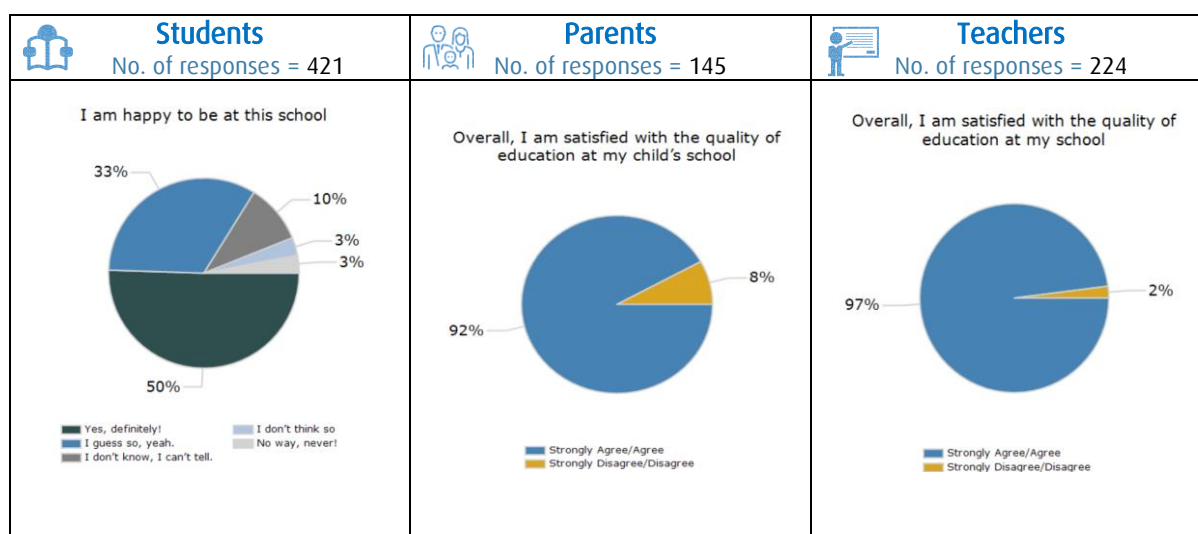
- The principal and senior leaders share a clear vision of the school's journey and understand its current position. Almost all middle leaders recognize good practice in education, but a few require support to ensure better teaching and learning. Leaders have begun to address the previous report's recommendations.
- The development plan reflects the leaders' recognition of priorities. A recently appointed manager has begun to share and enhance the understanding of performance data, supporting the development of students' independence and extending their learning skills. Teacher evaluation is variable, with a better approach in the KG.
- Parents feel highly engaged in their children's learning. Electronic messaging provides guidance to support learning. Parents feel empowered by the communication of performance data, but their understanding of it is only developing. There are very strong links within the community which impact positively on students' outcomes.
- Since the previous inspection, the governing board now includes experienced educators. The students' voice is represented. Governors challenge and support school leaders on the journey to improvement. They are gaining an understanding of cognitive ability and performance data illustrating students' progress. They have a clear commitment to invest in resources, leading to improvements in teaching and learning, especially in the high school phase.
- The day-to-day management of the school is good. The governors' incentive scheme is helping to increase teachers' confidence and competence in English as the language of instruction. All teachers have a qualification in their subjects, many have a qualification in the English language, but few have teaching qualifications. The introduction of a professional development program is beginning to impact positively on students' outcomes.




### For development

- Develop teachers' understanding of the use of performance data to influence curriculum, teaching, learning and assessment methods.
- Develop the performance management process to ensure that all teachers are creative and innovative; leading students to discovery learning, especially in Islamic education.

## 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.



 <b>Students</b>	<p>Almost all students who responded to the survey, are positive about their school. A large majority feel well supported. A minority express concern about the healthiness of food available and suggest they do not have an opportunity to make a difference to their school. Nevertheless, the inspection acknowledges a well embedded health education program and many innovative opportunities through various strands of the school, particularly in the high phase.</p>
 <b>Parents</b>	<p>Almost all parents responded positively about the quality of teaching and support provided by the school. They appreciate the understanding of Islamic values that is embedded in school life. A minority suggest their children's independent learning is not adequately encouraged and a few suggested that teachers dictate answers to students. Inspection evidence notes examples of these only in the teaching of Islamic education.</p>
 <b>Teachers</b>	<p>Teachers who returned the survey are very positive. However, a few expressed concerns about the range of resources, including technology, to support learning and a few were concerned about students' behavior and respect towards adults. Inspection evidence indicates facilities are a strength, but that the KG lacks learning technology resources. Weak Wi-Fi signals sometimes interrupt learning. Unacceptable behavior observed is restricted to boys in the elementary section.</p>

### What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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