

Summary of Inspection Findings 2019-2020

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

Students Outcomes	<ul style="list-style-type: none"> <li>Children in the Kindergarten (KG) now make very good progress and attain very high standards across the curriculum. Results in mathematics have improved in the primary phase and progress remains strong in English. Outstanding performance is achieved in secondary English, mathematics and science. Students continue to achieve high standards in Islamic education. In Arabic, their attainment remains acceptable, but progress has declined in the secondary phase.</li> <li>The courteous, well-behaved and hard-working students continue to be the major strength of the school. They have very good knowledge and understanding of Emirati culture and how Islam influences life in the UAE. They also have a good understanding of their own cultures and heritage. Students show initiative, and secondary students demonstrate strong leadership skills. They support the younger students very well.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>Teaching is very strong across the KG, middle and secondary phases. Here, teachers make very good use of a well-developed assessment system to modify teaching and the curriculum, and teachers meet students' needs very well. In the primary phase and in some Arabic classes the quality of teaching is less consistent and thus does not have the same positive results.</li> <li>The very good features of the curriculum include the smooth transition between the KG and Grade 1 and the improved range of courses in the secondary phase. The planned curriculum is not implemented as well in the primary phase. Cross-curricular links are strong in Islamic education and social studies. Teachers have modified the curriculum well to meet the needs of different groups of students.</li> <li>The school implements robust child protection and safeguarding procedures. The buildings and grounds are safe, accessible to all, attractive and well maintained. The medical facilities are extremely well organised. Staff members promote healthy eating and fitness. Students' attendance and punctuality are monitored effectively. The identification of, and provision for students of determination have improved. Students now have improved pastoral, academic and vocational guidance.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The very effective leadership provided by the governing board, principal, other senior leaders and most heads of department has resulted in the school improving since the last inspection. Links with parents and the wider community continues to develop. Staffing remains stable and the school continues to be organised and managed very effectively. The school is very well staffed and resourced.</li> </ul>

### The Best Features of The School:

- A strong and well-distributed leadership which is improving the school for the benefit of students and the whole school community.
- The development of students' personal and social skills that is enabling them to become effective contributors and responsible citizens.
- Teaching and learning in KG, which provides children with a very strong start to their formal education.
- The outstanding levels of attainment in secondary English, mathematics and science.
- A safe, healthy and caring environment in which students can make healthy lifestyle choices.

### Key Recommendations:

- Improve students' progress in Arabic as an additional language by:
  - ensuring that the curriculum is adapted to students' experience of learning Arabic;
  - improving the planning of lessons, providing more time for students to work independently and in their groups;
  - choosing tasks and activities which match students' achievements in the language.
- Improve the consistency and effects of teaching, mainly in the primary phase.
- Provide clear individual education plans for students of determination to help classroom teachers meet their learning needs more effectively.

- **The school meets the registration requirements for the National Agenda Parameter.**
- **The school's progress in international assessments is above expectations.**
- **The impact of leadership is above expectations**
- **The impact on learning meets expectations.**
- **Overall, the schools' progress towards achieving the UAE National Agenda targets is above expectations.**
  
- **The school's implementation of moral education is above expectations.**
- The quality of teaching in moral education is good and sometimes very good. Most teachers use a wide range of teaching strategies and plan engaging, motivating learning experiences for their students.
- Robust assessment systems are in place to measure students' understanding of the values explored in classes. Students' learning in moral education is assessed using both formative and summative approaches, including projects. Reports to parents include students' outcomes in moral education.
- The quality of the curriculum is very good. It enables teachers to provide learning experiences that develop students' knowledge and collaborative learning skills appropriately. It is designed to ensure smooth transition across all three phases. All key concepts and learning objectives are fully addressed.

### For Development:

- Give students opportunities to learn about relevant values through research, when appropriate.
- **The school's provision for reading across the curriculum is developing.**
- Information from assessments demonstrates an incremental increase in students' literacy levels across the school. A wide range of effective strategies has been put in place to support underperforming readers.
- Most children in the KG and primary phase are confident, motivated readers and aware of their own reading levels. Almost all students in the middle and secondary phases are avid readers.
- Teachers of English, mathematics, science and social studies provide support for those students with low reading skills. Throughout, there are structured, direct interventions to accelerate reading development.
- School leaders are fully committed to developing highly proficient readers. A plentiful supply of high-quality books is available in the different libraries. A reading coach has been appointed.

### For Development:

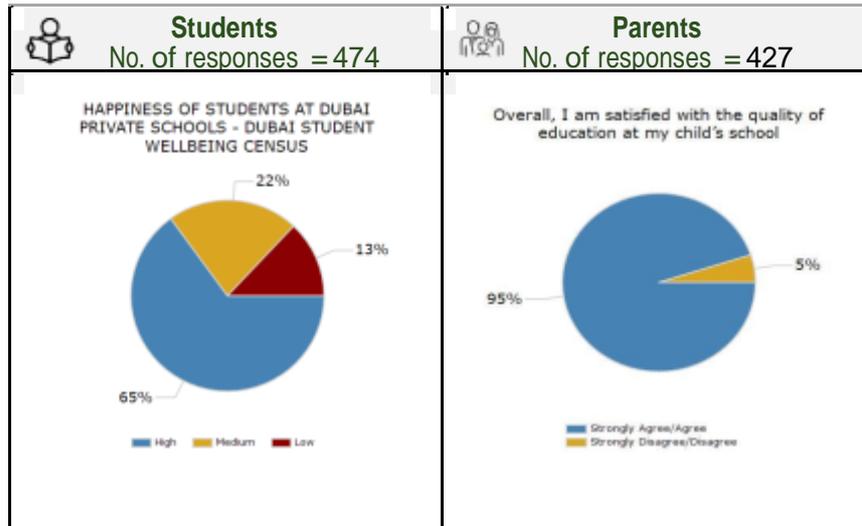
- Ensure that the libraries are central to the reading development programme by making them places for the celebration of students' literacy achievements.
- Teach explicitly the skills of analysis and comprehension to ensure that students can accurately extract information from texts.
- **The school's promotion of a culture of innovation is systematic.**
- Across all phases, the school provides a wealth of opportunities for students to devise and lead initiatives. Learning technologies are well used to support and present students' innovative thinking.
- The school is supportive of students who wish to initiate projects and who have innovative ideas. The strongest involvement is within the middle and secondary phases.
- Teachers provide the circumstances which allow for independent learning, the generation of ideas and problem solving. Students use their initiative and are encouraged to research topics of interest.
- The 'sustainability corners' in classrooms helps students to find solutions through problem solving and research. Students use their entrepreneurial skills to make contributions to charity.
- All leaders are very successful in creating the conditions for innovative practice to develop. Leaders have empowered students to follow their interests.

### For Development:

- Enhance the opportunities for students to develop their innovation skills, especially in the classes for younger students.

The views of parents and senior students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students' responses to the well-being survey are mostly positive and are broadly in line with other students in Dubai. Most feel a strong sense of belonging to the school. They report high levels of emotional engagement with teachers and friends. The large majority of students have a strong sense of academic self-belief and high expectations of success. Inspection findings agree with the student survey.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education and communication provided by the school. Almost all consider that their children's learning, physical, and health and safety needs are met. Parents believe that their children's social and emotional well-being is secure, and that relationships and learning in school and at home are good. Inspection findings are consistent with these views.</li> </ul>

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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

