

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



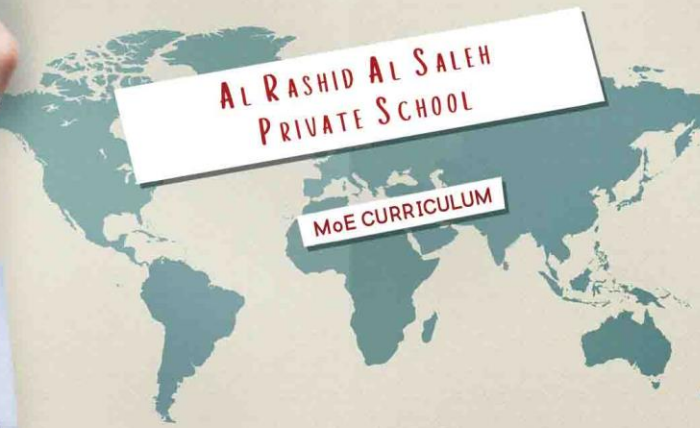
الرشيد  
المعرفة Knowledge

# INSPECTION REPORT

2017-2018

Al Rashid  
Al Saleh  
Private School

Celebrating  
10 years of  
inspections



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## School information

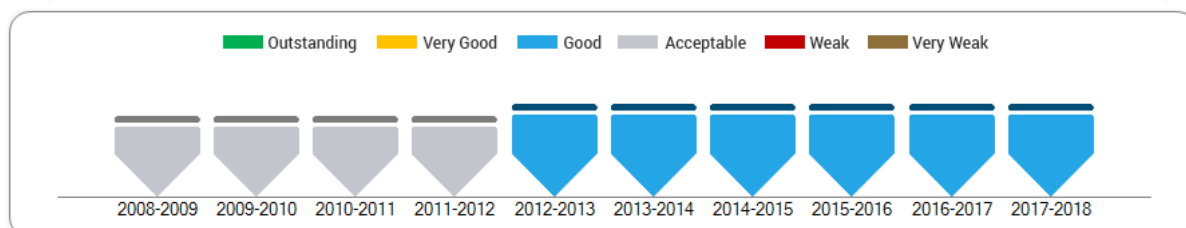
General information	
Location	Oud Metha
Type of school	Private
Opening year of school	1971
Website	www.alrashed-alsaleh.com
Telephone	00971-4-3376126
Address	Oud Metha, Umm Hurair. P.O. Box 4458 Dubai
Principal	Sister Samira Ayoub Botrus
Principal - Date appointed	10/1/1984
Language of instruction	Arabic
Inspection dates	9 to 12 October 2017

Teachers / Support staff	
Number of teachers	156
Largest nationality group of teachers	Egyptian
Number of teaching assistants	15
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	9%

Students	
Gender of students	Boys and girls
Age range	4-19
Grades or year groups	KG 1-Grade 12
Number of students on roll	2562
Number of children in pre-kindergarten	None
Number of Emirati students	179
Number of students with SEND	50
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	UAE NAP
Accreditation	N/A
National Agenda benchmark tests	IBT

### School Journey for Al Rashid Al Saleh Private 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

**Al Rashid Al Saleh Private School** was inspected by DSIB from 09 to 12 October 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

The leadership and management of the school remain good. The partnership with parents is a strength. Governors support the school with resources and staffing to drive improvements particularly in Cycle 3. In addition, the school is investing in a new building for athletics and arts that is still under construction.

### Students' achievement

Students have demonstrated improved attainment and progress in Arabic and science in Cycle 3. These are now very good. In English, students continue to show strong levels of progress over time especially in the Kindergarten (KG), Cycle 2 and Cycle 3. In mathematics, students' levels of attainment and progress remain strong especially in Cycle 3.

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

The development of students' personal and social responsibility is outstanding. In addition, students across the school demonstrate an excellent awareness and understanding of Islamic values. Students' innovation skills, including the use of technology in the classroom, are developing and have resulted in improved outcomes for students in some areas.

### Teaching and assessment

Teaching for effective learning and assessment continue to be good across the phases. Of note are the improvements to teaching strategies in science and Arabic. The assessment systems in place enable good monitoring of the progress of individual students, especially in the KG.

### Curriculum

Curriculum design and implementation are particularly effective in the KG. Curriculum adaptations have also been successful in the KG resulting in good provision in these areas. The UAE social studies programme is successfully integrated into the curriculum and has effective cross-curricular links.

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

The arrangements for health and safety are excellent. The provision for care and support of students has been strong in all aspects. The result is diligent care and support for students in the KG, Cycle 1, and Cycle 2. In Cycle 3, it is very good as a result of an effective career guidance programme.

### What the school does best

- Students' attainment and progress in Cycle 3 in most subjects.
- Students' outstanding personal and social development in all the phases.
- The outstanding arrangements and procedures that ensure the health and safety of all students and the high quality of care they receive.







### Key recommendations

- Apply a data-driven approach to self-evaluation and use it to design and implement long-term improvement plans that lead to:
  - a curriculum that is modified to optimise students' outcomes
  - differentiated teaching strategies that meet the needs of all groups of learners
  - improved students' critical thinking and enterprising skills.
- Ensure assessment information is analysed and used systematically to monitor the progress of individual students and groups of students.
- Governors should hold school leaders rigorously to account, particularly by distributing leadership, to achieve:
  - accurate evaluation of teaching in every phase and subject
  - effective sharing of best practice across the school
  - consistency of teaching strategies.

## Overall School Performance

Good

### 1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good ↓	Good ↓	Good	Good
Arabic as a first language 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Good	Good	Good	Very good
	Progress	Very good	Good	Very good	Outstanding
Mathematics 	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
Science 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		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	Outstanding	Outstanding	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	Very good ↑	Good	Good	Good
Curriculum adaptation	Good	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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Very 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:**

- Students' attainment based on the National Agenda Parameter benchmarks meets expectations in Arabic, mathematics and science.
- The school does not meet the registration requirements for the National Agenda Parameter.
- The leadership team acknowledges the importance of the outcomes of the National Agenda Parameter data analyses and recognises the need for training for all teachers and leaders on how to use the outcomes of the analyses.
- The lack of CAT4 data makes it difficult to conduct a meaningful data analysis that would influence curriculum planning. Analysis of international benchmark assessment results is not routinely used to identify students' strengths and weaknesses.
- Analysis of National Agenda Parameter has a limited impact on curriculum adaptations to ensure appropriate coverage and to identify the areas that need an increased focus.
- Outcomes of the National Agenda Parameter findings are not being used to extend the range of teaching strategies in Arabic, mathematics and science. The development of open-ended investigations, enquiry and real-world applications are only emerging features of students' learning skills.
- The use of digital and paper-based resources to enhance students' effective research skills is at early stage of development.

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

- Although school leaders monitor the attainment of Emirati students in all key subjects, they have not developed a rigorous system to check their verbal reasoning skills. The school has not conducted CAT4 tests and, therefore, leaders are not fully aware of the potential of Emirati students.
- Emirati students have positive attitudes to learning and older students develop independence and confidence. Most have resilience and determination. Parents of Emirati students value the advice and guidance when their children make choices about their career pathways. There are no specific interventions to raise the achievement of Emirati students.
- Improving students' verbal reasoning is not a key priority for the school, and there are no systems in place to monitor their progress in this skill. The school has not implemented any significant adaptations to the curriculum for the Emirati cohort.

**The school's provision for raising the achievement of Emirati students' needs improvement.**

## Moral Education

- The moral education programme (MEP) is integrated into the curriculum across all subjects with additional dedicated moral education lessons. There are planned links with parents and the local community.
- The school has selected Arabic as the language of instruction which is in line with other subjects.
- The school's programme includes opportunities for students to apply their knowledge and understanding in personal, local and global contexts reflecting the diverse groups of students at school.
- The school is currently considering ways of assessing students' learning in moral education.

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

## Social Studies

- The school follows the requirements of the UAE social studies learning outcomes. The curriculum is balanced, contains skills and knowledge, and has planned cross-curricular links.
- Teaching is in Arabic and uses the social studies textbooks and appropriate additional resources. These secure students' interest and motivate them to learn.
- Students work collaboratively in groups. They complete research work with their teachers' guidance. Critical thinking and problem-solving skills are not consistent features of their learning.
- Teachers are beginning to use assessment information to review curriculum planning and to inform teaching.

**The school's implementation of the UAE social studies programme is developing.**


### Innovation in Education

- In many lessons, especially in science and English, students are given the opportunity to conduct independent research. In addition, there are opportunities to use learning technologies to seek information.
- Many students take responsibility for developing their own projects and participating in competitions. Several projects are conducted at home where students take full responsibility for them.
- Innovation is included in most lesson plans but rarely results in activities to develop students' skills inside the classroom.
- The curriculum is adapted to develop some entrepreneurial skills. The narrow range of extra-curricular activities does not enable students to develop innovation skills.
- The school's mission and National Agenda action plan embeds elements of innovation. However, the day to day life of the school shows limited illustrations of innovative practices.

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

## Main inspection report


### 1. Students' achievements

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good ↓	Good ↓	Good	Good

- A majority of students in all the phases demonstrate levels of understanding in Islamic education that are above curriculum standards in lessons and in their recent work. Internal assessment data shows even higher attainment.
- In all phases, students have a solid understanding of the laws of worship, particularly in the primary phase. Students' abilities to refer to the Holy Qur'an and Hadeeth and link them to real life applications are strongest in Cycle 3. However, recitation skills are underdeveloped in all phases.
- In lessons and their recent work, the majority of students make better than expected progress, and demonstrate that their knowledge of 'Seerah' of the Prophet (PBUH) have improved.

#### For development


- Improve students' recitation skills and develop their abilities to link what they learn to real life situations.

		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑

- Students in all cycles demonstrate Arabic language skills that are above the MoE curriculum expectations.
- In Cycle 3, students' workbooks show high quality poetry, short stories, and essays. Their speaking skills are developing because they use unfamiliar vocabulary in a range of contexts. Their assessment results show that most of them make strong progress in reading and writing and achieve distinguished levels.
- Students in all cycles make good progress during lessons in all language skills. In external competitions, students in Cycle 3 demonstrate stronger free writing skills. Over the previous three years students have attained at a high level in the MoE exams.

#### For development


- The school should develop students' free writing skills in Cycle 1 and Cycle 2.

		KG	Cycle 1	Cycle 2	Cycle 3
English 	Attainment	Good	Good	Good	Very good
	Progress	Very good	Good	Very good	Outstanding

- Students demonstrate very strong speaking, listening and communication skills across the school. Although their progress in reading and writing skills in the KG and Cycle 2 is very good, in Cycle 3 it is outstanding due to a systemic focus on key language skills.
- In Cycles 2 and 3 students' reading and writing skills develop well through the structured focus on key vocabulary, grammar, and comprehension. In all phases, students' extended creative writing skills are not as strong.
- Following analyses of assessment information, the school has introduced a reading enrichment programme across the school that focuses on the development of inference skills. This is at an early stage of implementation and is beginning to result in improvements in students' reading.

#### For development


- Provide regular opportunities in lessons in all phases for students to explore and develop extended writing in a variety of genres including creative, imaginative and factual.

		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics 	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good

- For the majority of the students in the KG, Cycle 1, and Cycle 2, attainment and progress are above the MoE curriculum expectations. In Cycle 3, students display very strong mathematical skills especially when applying key concepts in new situations.
- Students' strong algebra skills are evident in their written work. Their skills of problem-solving, particularly in a real-life context, and recognising patterns and relationships, are developing at a slower rate.
- Students' progress in the KG, Cycle 1, and Cycle 2 is often hindered by the lack of tasks that match their specific needs and recognise their level of knowledge and understanding.

#### For development

- Ensure all groups of students are challenged sufficiently across all grade levels to improve their problem-solving skills.

		KG	Cycle 1	Cycle 2	Cycle 3
Science 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑

- In general science, biology, chemistry and physics, students learn at a brisk pace across the phases. In Cycle 3, students demonstrate a stronger level of understanding of scientific concepts and their applications.
- In all phases, students' acquisition of knowledge is strong and their use of the scientific method is developing. When they are given opportunities for enquiry, they respond positively and become eager learners.
- Students' work samples show that they make at least good progress over time. The use of critical thinking and independent learning, especially in Cycle 3, are embedded in the revised curriculum. All groups of students make similar progress in each phase.

#### For development

- Promote the use of the scientific method to enable students to think and behave like scientists and achieve higher levels of understanding.

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

- Most students demonstrate positive attitudes towards learning. As they move through the school, they take increasing responsibility for their own learning. When given the opportunity, most students work well in collaboration with others, sharing ideas and challenging one another, particularly in science lessons.
- In science and English, particularly in Cycles 2 and 3, the majority of students use good critical thinking skills to extend their learning. This has a positive impact on their attainment in these subjects.
- Across the school, the majority of students can carry out independent research and use learning technologies to support their learning. However, tasks in lessons are mainly teacher-led and controlled, thus restricting opportunities for students to work independently.

#### For development

- Increase the opportunities in all subjects for students to think critically and use learning technologies to carry out independent research.

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback. They are consistently self-disciplined inside and outside the classrooms.
- Students are sensitive and show empathy to the needs and the differences of others. They always help others, especially students with SEND. They have a committee called 'Fazah' to provide support for students in all phases, but particularly children in KG.
- Students demonstrate excellent understanding of safe and healthy living. They follow the advice provided by teachers and medical staff closely. Their attendance is excellent, and they are punctual to school and lessons.



	KG	Cycle 1	Cycle 2	Cycle 3
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>In all the phases, students have an excellent understanding of the impact of Islamic values on their lives. They are aware of the importance of values, such as tolerance and diversity, and their impact on their relationships with others.</li> <li>Students across the school show excellent appreciation and knowledge of the Emirati culture. Students in Cycle 3 reflect deep understanding of key features of the Emirati culture and contemporary UAE society.</li> <li>Students are proud of their own culture. They show respect to other nationalities and religions in the school. They are aware of cultural diversity from around the world. Their knowledge of world cultures is excellent.</li> </ul>				

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The development of students' social responsibility is outstanding in all cycles. Students across the school proactively take on a range of leadership roles and responsibilities, including safety and support roles, to ensure that school systems and community function effectively.</li> <li>Most students have a tremendous work ethic and are keen to take on new initiatives. Older students initiate and contribute to a wide range of projects that support their innovation skills.</li> <li>Students across the school know about environmental issues and participate in local and national initiatives to protect the environment, including recycling and sustainability projects that impact positively on the school's environment.</li> </ul>				

#### For development

- Provide regular planned opportunities for students in all phases to design and lead entrepreneurial projects and activities that enable them to develop their creative and innovative skills.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Teaching for effective learning</b>	Good	Good	Good	Good

- Teaching is good overall but there are inconsistencies within phases and between subjects. Planning is generally effective but is insufficiently matched to the different needs of students. Teachers plan for regular hands-on activities that develop students' learning skills but do not implement them consistently.
- In all the phases, teachers have secure subject knowledge. Learning objectives are not always clear enough to share with students. In some lessons, over direction from the teacher restricts learning, limiting group work, discussion and opportunities for critical thinking and problem-solving.
- The use of tablets and computers is evident in some subjects especially in science where technology allows students to undertake research. However, the different needs of all students are not always fully supported in lessons.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Assessment</b>	Good	Good	Good	Good

- Internal assessment processes are linked well to the curriculum standards. However, they provide a measure of students' knowledge rather than a reliable measure of their progress. The use of assessment data to inform adaptations of the curriculum, teaching and learning is not strongly developed.
- The school conducts external assessments linked to the curriculum expectations and participates in international benchmarking. The analysis of the available assessment data is carried out to identify the needs of individual students rather than those of groups of students.
- The lack of rigorous analysis of data limits the impact of assessment information on teaching and the curriculum. Feedback to students is provided but does not always inform their next steps in learning.

#### For development

- Ensure all teaching is consistently good or better in all phases and subjects.
- Use assessment data, particularly, from cognitive ability tests, to develop targeted interventions for all students.
- Improve the quality of written feedback provided to students.

## 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum design and implementation</b>	Very good ↑	Good	Good	Good

- The curriculum is stronger in the KG than other phases because it is particularly meaningful and interesting to young children. They get many opportunities to achieve academically and personally.
- The strength of the curriculum is evident in the practical applications, especially in the KG, and the exploratory activities leading to investigation and research in the higher grades, particularly in science. The use of resources to improve reading and comprehension is a strength in English.
- The curriculum is regularly reviewed. The school offers a curriculum that is balanced, compliant, and has a range of co-curricular choices at various levels. The curriculum is planned suitably to prepare students for the next phase of their education.

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

- In the KG, teachers are effective in modifying activities to support children who find the tasks difficult and to challenge the high achievers. In the other phases, teachers do not focus sufficiently on identifying students' different starting points and their next steps in learning.
- The school provides valuable opportunities for students to make social contributions to the life of the school and to the local community. However, programmes for innovation and enterprise are not embedded throughout the curriculum.
- The curriculum provides a rich variety of opportunities for students to develop their knowledge, understanding and appreciation of the heritage, culture and values of the UAE. The school successfully encourages Emirati students to initiate and lead UAE celebrations, demonstrating a pride in their society.

### For development

- Ensure that all teachers are skilled in modifying the curriculum to provide challenge and support for all groups of students to enable them to reach their full potential.

## 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>	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous child protection policy and procedures that are clearly defined and understood by staff, students and parents. Students are always well-supervised around the school and on school transport.
- The school is a safe, hygienic and secure environment for students and staff. The building and equipment are in excellent condition, and the school records are all up-to-date including incident reports, medical reports, and licenses.
- The school's promotion of safe and healthy living is successful. Living healthily is given a high profile and clearly influences all aspects of school life. The school regularly organises seminars about healthy life styles.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Care and support</b>	Good	Good	Good	Very good

- The counsellors show care and concern for students. They provide them with valuable guidance to support their wellbeing and emotional development. The school offers very effective careers advice to older students but academic guidance is not as strong.
- Effective systems are in place to promote regular attendance and punctuality. Any unexpected absences are swiftly followed up. Staff are well supported by senior students in successfully managing behaviour both in lessons and around the school.
- There are inconsistencies in the support students with SEND receive. They make better progress when they work individually with specialist staff than when they work in the classroom. Teachers do not always plan enough challenge for students who are gifted or talented.

### For development

- Ensure that all teachers are skilled in planning activities in lessons that challenge the most able and support those who find work difficult.

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

### Provision and outcomes for students with SEND

Good

- The school has appointed a member of the governing board to be an inclusion champion, and is developing an inclusive education improvement plan. It has an inclusive ethos and welcomes most students with SEND. Specialist staff and resources are effectively deployed in classrooms and the inclusion centre.
- Through a range of assessment methods and referrals, specialist staff identify the needs of students with SEND. However, the lack of CAT4 data hampers the screening process. Specialist staff are effective in planning interventions that are well matched to the students' needs in the inclusion centre.
- Parents are well informed about their children's academic and personal development. They receive Individual Education Plans (IEPs) and share their ideas about targets and support with staff.
- Specialist staff modify the curriculum to help students with SEND work on their next steps in learning. It is more effective in the inclusion centre where they develop students' resilience. In lessons, teachers are not as effective in planning activities that are closely matched to students' needs.
- Students' progress is good overall. They make better progress when they work on their Arabic, English and mathematics with specialist staff. In lessons, their progress is often only acceptable due to the inconsistent quality of support they receive from classroom teachers.

### For development

- Apply CAT4 testing for students, analyse the results and use them to improve the process of screening and identifying students' individual needs.
- Develop the expertise of classroom teachers in adapting lesson plans so that students with SEND work on their next steps in learning.

## 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




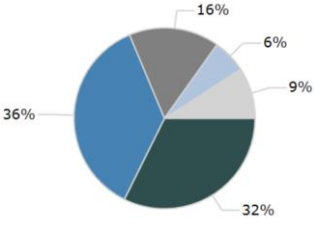

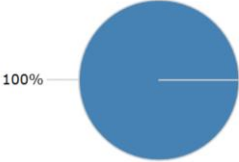
- School leaders demonstrate good understanding of the adopted curriculum and use their understanding of pedagogy to create a positive learning environment. Leadership is delegated to heads of departments who are held accountable in general terms for students' outcomes. However, this is not systematic, which leads to inconsistencies between phases and subjects.
- The school self-evaluation process uses assessment data but does not analyse it rigorously. As a result, the school does not have a precise view of own performance. Improvement plans are restricted to addressing recommendations from previous inspection reports and do not provide long term strategic direction.
- The school empowers parents and engages them as partners in the learning of their children. Involvement of parents in decision-making and school improvement planning is not as strongly developed. Reporting to parents is regular and informs them about their children's behaviour and academic achievement. Partnerships are strengthened by students' participation in competitions, which has a positive impact on the development of learning skills.
- The governing board includes representation from most stakeholders. Governors monitor the performance of the school and generally hold the senior leadership team accountable for it. They have a positive impact on the performance of the school. However, they do not systematically analyse data about the school and depend mainly on inspection outcomes to drive improvement.
- The school is efficiently managed on a day-to-day basis. It is staffed with qualified teachers who have good subject knowledge. The professional development programme helps improve teachers' skills. Specialist facilities provide a good learning environment. Whilst the school enables students in all cycles to use computers and software to enhance their learning, the lack of books limits reading opportunities.




### For development

- Use a realistic, data-driven self-evaluation process to design long-term improvement plans that contain measurable, attainable, and time-framed outcomes.
- Distribute leadership and rigorously hold them to account for improvements in teaching and learning.

## 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> No. of responses = 186	 <b>Parents</b> No. of responses = 81	 <b>Teachers</b> No. of responses = 38
<p>I am happy to be at this school</p>  <p> <span>■ Yes, definitely!</span>    <span>■ I don't think so</span>  <span>■ I guess so, yeah.</span>    <span>■ No way, never!</span>  <span>■ I don't know, I can't tell.</span> </p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p> <span>■ Strongly Agree/Agree</span>  <span>■ Strongly Disagree/Disagree</span>  <span>■ Not Applicable/ Do Not Know</span> </p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p> <span>■ Strongly Agree/Agree</span> </p>

 <b>Students</b>	<ul style="list-style-type: none"> <li>The survey results show that most students who responded appreciate the work their teachers do to enable them to be successful. Few students express their concerns about the quality of food the school offers, and the difficulty in having their voice heard in school-wide decision-making.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Most parents who responded to the survey are satisfied with the education their children get in this school. A few of them have concerns about the excessive amount of homework their children get and the lack of extra-curricular activities the school offers.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Almost all teachers who responded to the survey approve of the way the school is led and are happy with the work they do at the school.</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)