

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

**Inspection Report  
2018-2019**

**Al Rashid Al Saleh  
Private School**

11 YEARS OF INSPECTIONS

**Good**

Curriculum  
**MOE**


















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## School Information

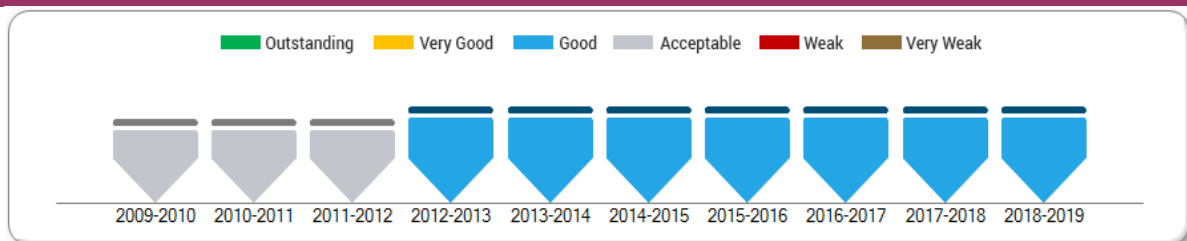
General Information	 Location	Oud Metha
	 Opening year of School	1971
	 Website	www.alrashed-alsaleh.com
	 Telephone	00971-4-3376126
	 Principal	Sister Samira Ayoub Botrus
	 Principal - Date appointed	1/10/1984
	 Language of Instruction	Arabic
	 Inspection Dates:	22 to 25 October 2018

Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1- Grade 12
	 Number of students on roll	2578
	 Number of Emirati students	140
	 Number of students of determination	26
	 Largest nationality group of students	Arab

Teachers	 Number of teachers	162
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	16
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	3
	 Teacher turnover	17

Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MOE
	 External Tests and Examinations	EmSAT
	 Accreditation	None
	 National Agenda Benchmark Tests	IBT

### School Journey for Al Rashid Al Saleh Private School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Changes to the organisation of provision in the Kindergarten (KG) have brought improvements in the children's learning in all key subjects in that phase. In line with a much stronger focus on bilingualism, the students are achieving particularly well in Arabic and English in both the KG and Cycle 3. Students' achievement in mathematics and science remain strong in Cycle 3.
- The personal and social development of students remains outstanding across all phases and is a particular strength of the school. Students attach considerable importance to their participation in charity projects, such as Ramadan parcel and the 'Thank You' campaign.

### Provision for learners

- Teachers identify learning objectives and share these with their students. Teachers are increasingly using educational technology to enhance their lessons, particularly in Cycle 3. The school uses assessment data well to identify curriculum gaps, to identify students' strengths and weaknesses and to monitor the quality of teaching. The data are used less effectively to personalise learning for students.
- Curriculum provision for the children in the KG is particularly strong. The choice of subjects for older students is too narrow, with limited options in terms of future study for career pathways. The time allocation for the key subjects has been increased to provide more time for students to develop their reading and writing; students' critical thinking skills remain underdeveloped.
- Provision for health and safety throughout the school is detailed and implemented consistently. The school has a strong ethos of mutual respect, evident in the very positive rapport that the staff members have with students. A very effective team of counsellors and social workers carefully monitors students' well-being and personal development and provides high-quality guidance and support.

### Leadership and management

- Leaders have overseen important improvements in students' attainment and progress in Arabic in the KG and progress in Arabic in Cycle 1; English in Cycle 3; learning skills in the KG and Cycle 3 and teaching in Cycle 3. A key strength of the school is the outstanding caring ethos, in which the students live and grow in a culture of mutual respect. The leaders of the school have demonstrated the capacity to improve outcomes for students.

### What the School does Best:

- Students' commendable achievements in most subjects in Cycle 3 and in Arabic in the KG.
- Students' outstanding personal development, including their appreciation and respect for Emirati culture and their responsibility for the environment.
- The outstanding attention to ensuring students' health and safety, and the very effective care and support within a friendly and purposeful environment.







### Key Recommendations:

- Use assessment information to set tasks that challenge the highly able students and support the less able, and provide time for students to lead and complete their own work independently.
- Improve the quality of teachers' feedback on students' work to ensure that it provides specific and constructive guidance towards improvement.
- Ensure that leaders and governors gain an accurate picture of students' achievements and the quality of teaching, and then devise improvement plans with measurable targets.

## Overall School Performance

**Good**

### 1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 <p>Islamic Education</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 <p>Arabic as a First Language</p>	Attainment	Very good ↑	Good	Good	Very good
	Progress	Very good ↑	Very good ↑	Good	Very good
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 <p>English</p>	Attainment	Good	Good	Very good ↑	Outstanding ↑
	Progress	Very good	Good	Very good	Outstanding
 <p>Mathematics</p>	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
 <p>Science</p>	Attainment	Good	Good	Good	Very good
	Progress	Good	Good	Good	Very good
<b>Learning skills</b>		KG	Cycle 1	Cycle 2	Cycle 3
		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	Very 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	Good ↑	Good ↑	Good ↑

## 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	Very good ↑	Very good ↑	Very 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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## 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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

#### School's Progression In International Assessments

**is approaching expectations.**

- With a change in external assessment benchmarking to the International Benchmark Test [IBT], there has been a decline in achievement levels as students adjust to a new examination format. This has resulted in a decline in progression to weak across all grade levels tested, in both mathematics and science. In Arabic the data for the first year of IBT testing is shown to be acceptable. There has been an improvement in TIMSS to very good overall and in PISA to good overall. PIRLS has also improved. Due to weak IBT data, the student potential exceeds their actual attainment.

#### Impact of Leadership

**meets expectations.**

- The leadership of the school supports the vision and goals of the National Agenda. Action planning is detailed, specifying processes for monitoring and measuring student outcomes. Targeted modifications have better aligned curricula to TIMSS, PISA and IBT. Teaching is not sufficiently influenced by the effective use of assessment information that can increase personalized learning for students.

#### Impact on Learning

**meets expectations.**

- Although different interpretations of critical thinking exist amongst teachers, stronger critical thinking skills are developing across the school. Research skills are not taught formally but by Cycles 2 and 3, students have well developed skills. The scientific method is not adequately embedded to support students' critical thinking and research skills further.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Prepare the students for the new IBT test format.
- Match the external and internal assessment data to identify curriculum gaps and plan lessons that meet the needs of all students.
- Monitor the effectiveness of different tasks to meet the learning needs of students of different abilities and learning styles.
- Ensure that the scientific method is taught across all grades to enable students to make predictions, generate hypotheses, evaluate their findings and draw conclusions.



## Reading Across the Curriculum

- Students' achievements in reading across the curriculum are gradually developing, particularly in science, when older students read, extract, synthesise and often present answers to scientific problems.
- Students are confident when using a variety of reading strategies in Arabic, although the development of their skills is slower in English. Nevertheless, the older students show very competent skills in both languages.
- The library programme encourages students to enjoy books at school and at home. Competitions are well promoted by the "library friends." The e-library is underused.
- School leaders are fully committed to developing reading across the curriculum. Improvements this year include the provision of additional reading and writing lessons for all students.

**The school's provision, leading to raised outcomes in reading across the curriculum is Emerging.**

### For Development:

- Monitor and evaluate the effectiveness of the initiatives to improve students' reading skills and their purposeful use across all subjects.

## UAE Social Studies

- Social studies are delivered in Arabic across the school. The integrated curriculum covers English, Arabic, the Humanities and UAE studies. There are also links to philosophy and economics.
- Learning skills vary; class discussions, for example in Grade 12, do not result in debate. Grade 11 students use technology well to research diversity and equality. Students want to learn and listen attentively.
- Older students share their views and respect those of others if they differ from their own. Younger students identify the founding leaders of the Emirates, but their understanding of the history of the UAE is less secure.
- Older students progress steadily in social studies because of their positive attitudes. There is not enough pace or challenge to accelerate the progress of the younger students. This is because their teachers' expectations are not high enough.

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

## Innovation

- There are some examples of innovation in the students' learning but this is not consistently developed throughout the school. The benefits to learning through greater use of technologies are being hampered by insufficient resources.
- The Student Council's online surveys support new students and are used to elect new members. This is an example of the students developing practical, innovative ideas.
- Many of the teachers have introduced innovative approaches in their teaching, placing increasing responsibility on their students. These approaches are not being implemented consistently enough throughout the school.
- The school supports innovation in the curriculum, most notably by extending the school day and by incorporating the Common European Framework for Languages to promote better reading and writing.
- Leaders at different levels show commitment to a culture of innovation. Professional development and research opportunities are provided for some teachers. These enable them to deliver successful and creative opportunities for students to apply the skills of innovation.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- A majority of Cycle 1 students have strong skills in the memorisation of Holy Qur'an verses such as Surat al Alaq, Al Qare'a, and the Prophet Seerah. They are able to make proper citations with supporting evidence from the Holy Qur'an and Hadith. Cycle 2 students demonstrate understanding of the Islamic values related to volunteering and holding one's self accountable.
- Girls in Cycle 2 and 3 demonstrate better levels of knowledge and understanding of the different aspects of the subject than boys. These include their understanding of Islamic values, etiquette, the Holy Qur'an and Hadith.
- Allocating more time and special initiatives that focus on Holy Qur'an recitation has led to improvements in the students' recitation skills, especially in the high school.

#### For Development:

- Improve the attainment and progress of boys by offering a more student-centred environment and different levels of challenge.

#### Arabic as a First Language

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

- The strongest attainment is in Kindergarten and Cycle 3. Kindergarten children are developing their listening and speaking well, and have made a strong start in developing their writing skills. Cycle 3 students read and understand extended literary texts and most communicate with clear and purposeful expression.
- Secondary students have a particular strength in reading and can understand and interpret classical Arabic poetry. Students are fluent and speak with confidence, conveying their opinions and points of view well. However, on occasion, they overuse colloquial expressions, particularly in Cycle 2. Some over rely on their teachers when giving extended answers to questions.
- The school has added a period for reading and writing and has extended the library with guided reading texts and more active writing tasks. As a result, students across the school have noticeably improved their reading and writing skills.

#### For Development:

- Plan, implement and monitor more frequent opportunities for students, particularly those in Cycle 2, to practise their oral skills in standard Arabic using advanced and meaningful topics.

## English

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

- Children make swift progress in the KG and are soon able to communicate in English. Students' well-developed verbal skills contribute significantly to their rapid progress through the other phases. They show very secure knowledge, understanding and skills across all aspects of English.
- External and internal assessments reflect this very strong attainment, evident in students' workbooks and their writing across the curriculum. During lessons, students are highly articulate and use sophisticated language. Their skills in text analysis and in drawing inference develop quickly as they move through the grades.
- There are improved opportunities for students to develop critical thinking skills. Particularly in phases 3 and 4, lessons are typically centred on students' own views when analysing texts and the literary devices authors use to engage readers. Classroom support for students of determination is inconsistent.

### For Development:

- Support the students of determination during lessons through the use of visual aids, writing frames, word banks and other suitable learning resources.

## Mathematics

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

- Students' attainment is particularly high in Cycle 3, where those in the advanced stream understand abstract concepts in mathematics. In this phase, and with the best teachers, skilful questioning ensures accurate mathematical reasoning. There is little difference between the attainment of boys and girls.
- A high proportion of students are proficient in grade level skills. Students can solve word problems well and are developing their abilities to solve problems that require critical thinking.
- Students' problem-solving and critical thinking skills have developed since the last inspection. Students have regular opportunities to solve problems. Teachers consistently draw on their assessment information to provide different levels of tasks to students.

### For Development:

- Develop students' critical thinking and problem solving skills through the use of open-ended problems and mathematical investigations.

## Science

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

- Science taught in applied contexts supports good overall student achievement. The very good attainment and progress in Cycle 3 is built upon strong language, enquiry, research and critical thinking skills.
- Kindergarten children observe their world through science. In Cycles 1 and 2, students study interesting areas of general science, whilst senior students apply their knowledge to explore more complex scientific topics. A greater focus on reading comprehension and critical thinking supports improved student work in all cycles.
- An emphasis on the key vocabulary encourages students to use scientific language confidently when explaining their work. In Cycles 1 and 2, insufficient opportunities for investigations delay the development of students' practical and enquiry skills. Their research skills are also underdeveloped.

### For Development:

- Implement, across all grades, an enquiry-based practical programme that is underpinned by the scientific method.

## Learning Skills

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

- Students' attitudes towards learning are consistently strong throughout all phases. Kindergarten children develop their learning skills effectively in the learning centres, where they can choose from a reasonable range of resources. Research skills develop most effectively in Cycle 3, where technology is integrated into regular class learning.
- Students work together well on collaborative tasks. In the best lessons, students respond well to each other's ideas. Connecting subjects and critical thinking skills are developing in the school. There are several examples of enterprise and extended research projects, although these areas are not fully embedded in the curriculum.
- Learning centres are a recent addition to Kindergarten provision but these are making a positive impact on the children's learning skills. Students have a greater proportion of critical thinking questions across the different subjects, which is helping them develop their skills.

### For Development:

- Increase the proportion of tasks that encourage innovation, critical thinking and research, supported by the more specific use of learning technologies.

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

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

- Across the school, students have high rates of attendance and show very positive and responsible behavior inside and outside their classrooms. They are self-disciplined, energetic and enthusiastic. They build strong relationships and readily help each other.
- Students have very positive attitudes; they show genuine concern, empathy and appreciation of others' needs. They take leading roles in several school committees that offer support to other students, the staff, and those outside the school.
- Students understand the importance of healthy eating. They participate in activities that promote their general health, such as regular physical activities, participating in sport teams and the morning assemblies.

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

- Students have a deep understanding of Islamic values such as tolerance, collaboration and honesty. They can talk about the impact of these on everyday life in the UAE. This is clear in their morning assemblies and the celebration of Islamic occasions like the new Hijri year and the Prophet's birthday.
- Students across all phases have a clear appreciation of Emirati heritage and culture and a variety of other cultures. Their appreciation is evident in their active participation in a number of school activities and celebrations, such as the UAE National Day, Flag Day and multinational week.
- Students have strong knowledge about Emirati traditions, food, and popular activities. The KG children are well aware of the significant features of the skyline and landscape in Dubai and Abu Dhabi and can explore the UAE's symbols and emblems, with a strong emphasis on values.

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

- Across all phases, students' strong work ethic, their care and concern for others and their involvement in a wide range of community activities ensures they are part of the school community. Students have strong awareness of charitable causes and attach considerable importance to their participation in charity projects such as Ramadan parcel and the 'Thank You' campaign.
- Children in KG are involved in a very wide range of projects, such as 'Our Rights, Our Future', knowing about being protected as children. High school students take on many roles of leadership within the school community, such as, the 'Saad' project. They volunteer to monitor school buses and ensure that the younger students are safe.
- Students participate in some activities within the school community that promote recycling material and reducing electricity consumption. Their knowledge of sustainability is varied and needs further development.

### For Development:

- Provide students with more opportunities to participate in projects that promote understanding of sustainability and the environmental issues related to the UAE and the global community.

### 3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good	Good	Very good ↑

- In the Kindergarten, teachers develop warm relationships with the children and, for the most part, support their learning through practical, engaging activities. Across the other cycles, especially Cycle 3, teachers' use their secure subject knowledge effectively when promoting students' understanding and responding to their misconceptions.
- In kindergarten lessons, there is often a strong match of tasks to children's different abilities. In other lessons, the teacher's voice tends to dominate. Teachers in Cycle 3 successfully promote students' critical thinking skills. Elsewhere, lessons do not consistently include sufficient time for students to work independently.
- In general, students are clear about the learning objectives and, although not an integral feature, critical thinking features more strongly in lessons. The use of educational technology is an increasing element of teaching and learning but is not fully embedded across the school.

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

- The results of new external tests for Grades 3-10 appear unreliable, since they do not reflect students' abilities and there is poor alignment with the MoE internal assessments. However, these results identify strengths and weaknesses in students' performance and help locate curriculum gaps.
- Although assessment data are analysed well, and cognitive ability tests are translated into Arabic, the information is not used well in lesson planning and implementation. Consequently, tasks are not sufficiently matched to students' learning needs. Not all teachers fully understand the implications, options and possibilities of the external test information to embed student-led learning more meaningfully. Cognitive ability information is not used to track students' performance against their potentials.
- The marking of students' work is inconsistent. It does not provide students with the next steps for improvement. Self and peer assessments are strongest in Cycle 3.

#### For Development:

- Support teachers to make better use of the available assessment data in order to provide tasks that meet the learning needs of all students, and thus enhance their progress.
- Use the data from cognitive ability tests to develop specific interventions and to track students' performance against their potential.

#### 4. Curriculum

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

- The KG curriculum has a highly child-centered approach, which is relevant and meaningful to children. In other phases, the MoE curriculum is being enhanced by adding elements from leading international curricula. The level of challenge is highest in Cycle 3.
- Across the school, cross-curricular links are meaningful and carefully planned. The kindergarten curriculum is particularly strong and engaging. The choice of subjects for older students is too narrow, with limited opportunities to address their interests, future study plans and career pathways.
- Leaders and teachers have taken significant steps to develop students' critical thinking and problem-solving skills across the curriculum. They have increased the time allocation for key subjects. This provides more time for reading and writing, although critical thinking remains an emerging feature of the curriculum.
- Moral education is provided to meet requirements.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- In the Kindergarten, a child-centered approach to curriculum enables children to make choices, collaborate and develop as learners. Enhancement of the Ministry of Education curriculum has enriched the experiences of students across all phases.
- Links with Emirati culture are particularly well embedded in the curriculum and the life of the school. Core subjects, especially English, have been significantly enhanced, although other subjects have received less attention. There is significant curriculum modification for the identified students of determination but fewer adaptations are made for other students.
- The school has provided extra classes, which provide additional challenge in the key subjects. These are increasing students' attainment. Steps to modify the curriculum are beginning to ensure that all groups of students have the challenge and support to enable them to reach their full potential.
- The language of instruction in Kindergarten is Arabic, and the children receive seven Arabic lessons per week.

#### For Development:

- Provide older students with choices and opportunities to benefit from learning experiences that address their talents and aspirations.
- Ensure consistency in curriculum modifications for students of determination and lower abilities.
- Extend the opportunities for using higher-order thinking skills for all students across the curriculum.

## 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

- Provision for the health and safety of students are thorough, detailed and encompassing for all phases within the school. Consistent policies are in place and training is ongoing. Emphasis is placed upon the safety of children in the KG with a high level of security at the entrance.
- Health and safety policies provide a range of services and care to ensure that all students have access to quality medical services, safe buildings and transport. The detailed procedures for emergencies and well-documented records are reviewed consistently.
- The school has policies and procedures to address bullying and other forms of victimisation (social, verbal, physical, cyber). These are promoted through the Ambassador programme, National Anti-Bullying Week, posters and meetings with parents.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good

- The school has a strong ethos of care, respect and encouragement. Staff members have a very positive rapport with students, understand their needs and are focused on their well-being. The management of behaviour is firm and consistent and contributes significantly to a harmonious learning community.
- This is an inclusive school with thorough systems to identify students who have special educational needs and to provide additional support to enable them to make good progress. The school also identifies those who have gifts and talents and provides opportunities to meet the needs of these students.
- A very effective team of counsellors and social workers carefully monitors students' well-being and personal development, and provides high quality guidance and support. Older students are particularly well guided as they plan and prepare for life after school.

### For Development:

- Ensure that support in all lessons enables most students, including those with special educational needs and those who have gifts and talents, to make their best progress.



## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The principal has a very clear vision of inclusion and ensures that this ethos pervades the school. Students of determination are welcomed and valued, and the school gives good support to them. The specialist team is led effectively to provide skilled interventions for students and to support teachers to use inclusive approaches in lessons.
- The school makes good use of a range of assessments, including the CAT4, to identify students of determination, to plan for their support, and set goals for their academic progress and personal development. Teachers have an improved understanding of the categories of needs. They are well assisted by the specialist staff.
- The school keeps parents of students of determination fully informed of their children's personal and academic progress through formal and informal methods. Strong communication links are appreciated by parents and these ensure that partnership in their children's education is fostered. Parents are involved in decisions about the appropriate supports and make positive contributions to these discussions.
- The curriculum for students of determination is modified appropriately to enable them to receive individual support to improve their learning in Arabic, mathematics and English. Support in classrooms is extended, with the specialist staff supporting students whenever possible. The quality of teachers' adaptations of lessons is improved, but is not consistently skillful in enabling students to make their best progress.
- Students' progress is regularly discussed and tracked by all teachers and specialists associated with each student. Consequently, the special educational needs department has a secure understanding of each student's achievements over time and communicates these to parents. The majority of students makes good progress with personal goals and with appropriate levels of academic learning.

### For Development:

- Increase monitoring of lessons to assess the skill of teachers in making adaptations to meet the needs of students of determination. Share the best practice and provide professional support to those teachers whose skills are not well developed.
- Further increase staffing in lessons for students with significant needs who require ongoing support to ensure their 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

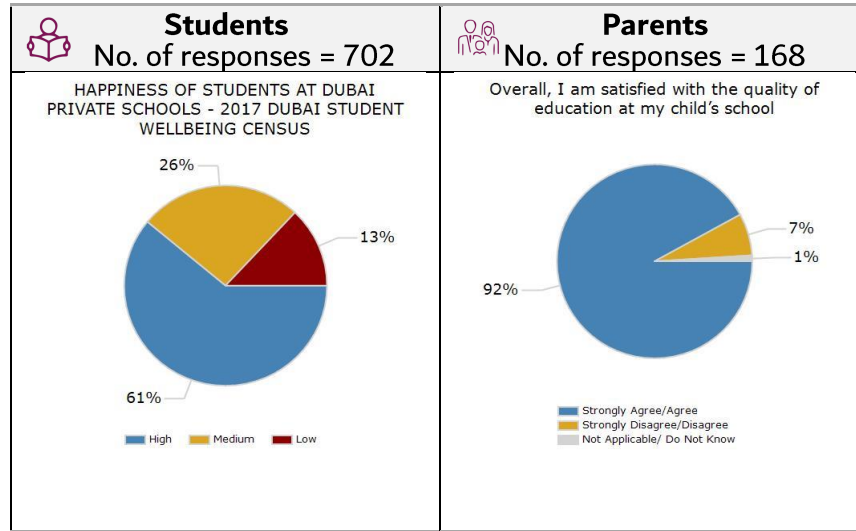
- The senior leaders share and communicate a clear sense of purpose as a team. Staff members understand their responsibilities in achieving the school’s vision. Consultation is a regular feature of the work of senior staff, and the school has a strong caring ethos. Relationships are professional. Morale is positive. Teams work effectively throughout the school and have been successful in improving important aspects of the schools’ provision. Good and better outcomes have been maintained across the school.
- Evidence to support self-evaluation is gathered from a range of sources; feedback from students and parents are notable features of self-evaluation. However, the school’s self-evaluation process does not provide an accurate basis for conclusions; increased rigour and accuracy is required. Recent improvement planning has brought about some important improvements in the work of the school but not all areas for improvement identified in the previous inspection report have been addressed.
- The school engages parents effectively so that they are supportive, well-informed partners in their children’s learning. The parent association is having a positive impact through its constructive support. Communication between the school and the parents is highly effective. Parents receive regular reports about their children’s achievements and progress. There is significant involvement in the local and wider community.
- The board of governors meets regularly and consults appropriately with students, parents and the staff about school matters. The governors receive regular updates on the work of the school, the academic achievements and the personal development of students. They have a positive impact on the progress of the school and they actively support the leaders.
- The school is well managed and runs smoothly. Students benefit from a well-structured day and daily routines. Class schedules are adjusted to provide additional time for learning. The staff is well qualified and experienced. Teachers are provided with personalised professional development and there is an induction programme to support new teachers. Limited access to educational technology in the classrooms constrains students’ learning.



### For Development:

- Increase the rigour of self-evaluation processes and ensure that all inspection recommendations are addressed.
- Governors need to play a more influential role at an earlier stage in the self-evaluation and improvement planning process.
- Broaden the access that students have to educational technology in the classrooms.

## The Views of parents and students

Before the inspection, the views of the parents and 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>More than a few students report that they have high levels of worry and low levels of sleep. A minority of students reports that they never participate in individual or team sports. About a third report that they do not complete homework, and about a quarter report that they do not read for fun.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education their children receive. Most parents are involved in school activities once or twice per year. Across other indicators, most parents are very positive in their opinions about the provision by the school and the outcomes for their children.</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)