

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

ACCEPTABLE



INSPECTION REPORT

2017-2018

Al Adab
Iranian Private School
(Boys and Girls)

Celebrating
10 years of
inspections

AL ADAB IRANIAN PRIVATE
SCHOOL (BOYS AND GIRLS)

IRANIAN CURRICULUM

المعرفة
Knowledge

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management	21
The views of parents, teachers and senior students.....	22

School information

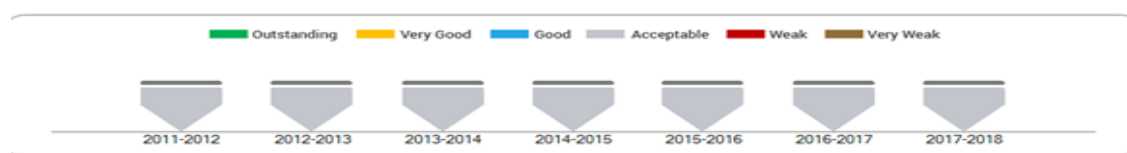
General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.adabschool.org
Telephone	00971-4-2633405
Address	Dubai - Alqusais behind Albustan Centre P.O BOX 23259
Principal	Khosro Alimardan Farahmand
Principal - Date appointed	1/24/1999
Language of instruction	Farsi
Inspection dates	11 to 14 December 2017

Teachers / Support staff	
Number of teachers	46
Largest nationality group of teachers	IRAN
Number of teaching assistants	9
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	673
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	0
Number of students with SEND	25
Largest nationality group of students	Iran

Curriculum	
Educational permit / Licence	Iranian
Main curriculum	Iranian
External tests and examinations	Iranian
Accreditation	IBDP
National Agenda benchmark tests	IBT CAT4

School Journey for Al Adab Iranian Private School for Boys



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 Adab Iranian Private School for Boys was inspected by DSIB from 11 to 14 December 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders have established a very caring and inclusive school. They are managing the significant increase to the student roll, very effectively, while securing improvements in a number of areas of provision. This is most evident in the positive impact in the Kindergarten (KG) and in the new International Baccalaureate Diploma Program (IBDP). Leaders are still developing their skills required to define, evaluate and measure the impact of school improvement targets.

Students' achievement

In Arabic, in the middle school phase, students' attainment and progress have improved. In KG, children's attainment has improved in English and mathematics. Children's achievement is now good in English, mathematics and science. In contrast, high school students' attainment and progress have declined in mathematics to good.

Students' personal and social development, and their innovation skills

Students' understanding of Islamic values continues to be good across the phases, as does their personal responsibility at the KG and primary phases. Their personal responsibility remains very good at the middle and outstanding in the high school. Students' community and environmental responsibility have improved to being good across the phases, which is reflected in their understanding of global issues.

Teaching and assessment

Teachers are knowledgeable about their subjects and course requirements. They interact very positively with students. Their ability to ensure that students carry out personally generated research and solve suitably challenging problems is inconsistent across the school, particularly in the lower primary phase. Teachers regularly assess students' attainment but do not always use this information to set suitably challenging work.

Curriculum

The school has developed and adapted its KG curriculum well. It is enhancing provision in Arabic and is increasingly supporting English across the school. It is developing its vision to become an International Baccalaureate (IB) school through gaining accreditation for the IBDP, which is being successfully introduced in Grades 11 and 12. Students are involved in identifying and leading extra-curricular activities.

The protection, care, guidance and support of students

The school has improved both its arrangements for health and safety and the quality of support for students across all phases of the school. It has addressed the recommendations from the previous inspection. The identification of and planning for students with special educational needs/disabilities (SEND) and those who are gifted and talented have been enhanced, as has the quality of careers advice.

What the school does best

- The very good attainment and progress of students in science at the middle and high school phases
- The inclusive nature of the school where students are respected, illustrated by high school students' outstanding personal development and the very positive integration of the large number of new students
- The adjustments made to the curriculum through enhanced early reading and mathematics programmes at KG.

Key recommendations

- Ensure the Islamic education programme for high school Iranian National curriculum students complies with the UAE Ministry of Education (MoE) regulations.
- Improve the use of assessment by:
 - analysing results from baseline tests and internal and external tests to accurately measure students' progress both in lessons and overtime
 - using assessment information to plan and deliver lessons which are suitably differentiated to meet students' learning needs
 - departmental and senior leaders evaluating assessment information to set specific and measurable targets for improvement
 - regularly monitoring and evaluating the impact of any targets on raising students' attainment, particularly in the lower primary phase.
- Improve self-evaluation by:
 - analysing the information gathered through lesson observations to identify best practice and using this to improve the effectiveness of teaching in all subjects
 - setting more clearly defined targets for improvement and rigorously evaluating the impact of agreed school priorities
 - simplifying school and departmental action plans to focus on raising students' attainment
 - identifying measurable improvement targets and specific timelines for review and criteria against which success can be measured.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as a first language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an additional language	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Acceptable	Good ↑	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
 Mathematics	Attainment	Good ↑	Good	Good	Good ↓
	Progress	Good	Good	Good	Good ↓
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
		KG	Primary	Middle	High
Learning skills		Good ↑	Acceptable	Good	Good

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

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

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Acceptable	Acceptable	Acceptable↓	Acceptable↓

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good↑	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good↑	Good↑	Good↑	Good↑
Care and support	Good↑	Good↑	Good↑	Good↑

6. Leadership and management

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

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:

Not applicable

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

Not applicable

Moral Education

- The curriculum is taught in Grades 1-9 in discrete lessons and reinforced in other subjects and in assemblies. Careful planning ensures smooth transition between phases.
- Teaching is taught mainly in English with initial explanations of difficult concepts in students' first language. It is personalised to students' own experiences and understanding.
- Students routinely share their understanding, undertake research and present findings through projects and presentations. They participate actively in lessons through debate and discussions.
- Students' progress is reported to parents and assessed through a range of relevant and imaginative activities where students can explore issues they feel strongly about.

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

Social Studies

- Learning outcomes are planned for Grades 1-9 to develop students' skills, knowledge and understanding. Cross-curricular links, assemblies and field trips supplement discrete lessons.
- Teaching encourages students to think critically and support their views with evidence. Lessons are balanced with readings from the textbook and other materials.
- Students generally share their own understanding and work collaboratively. They research and present projects. Older students debate and challenge each other's views on controversial issues.
- Assessment is appropriate for the subject and allows students to express their interests through research and reflection. It provides a reasonable measure of students' progress.

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

Innovation in Education

- Students' innovation skills are developed through personal and group research on a range of topics.
- Varied and an increasing number of after-school clubs are reflecting student-centred interests in areas such as the environment and design.
- Teachers enable students to engage in enterprise and environmentally based activities.
- Students' skills in innovation are most evident in the middle and high school curriculum, where students are provided with opportunities to engage in academic research and animated debate about topical issues.
- School leaders encourage innovation and are continuing to develop opportunities but have not embedded these across the curriculum or evaluated their impact on learning.

The school's promotion of a culture of innovation is developing.

Main inspection report

1. Students' achievements

		KG	Primary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Acceptable	Good ↑	Not applicable

- The level of achievement reflected in internal examination results is not reflected in lessons and in students' work. Only a majority of students in the primary show improved achievement. Overall, students speak confidently. However, independent learning skills are less well developed, particularly in the lower primary grades.
- Most students read with accuracy and fluency. They can understand prescribed standard Arabic texts and questions from their teachers. Although they can express personal ideas with clarity, they mostly use colloquial language.
- Students in both phases are increasing their vocabulary, which is helping to develop conversational skills. They are less confident in elaborating their answers using appropriate grammar. Their independent writing skills are underdeveloped although their handwriting is clear.

For development

- Increase opportunities for students to develop speaking skills and independent writing.

English 		KG	Primary	Middle	High
	Attainment	Good 	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good

- Students' attainment and progress reflected in internal assessments are strong. However, in international assessments they are weak. Work in lessons and books indicate that students acquire above expectations in their skills, knowledge and understanding,
- Speaking and listening skills and grammatical understanding are particularly strong in the middle and high phases, where students engage in conversation with greater confidence. Reading is strong in KG and the primary phase. Writing is less well developed in all phases.
- In the KG, children are developing their phonics skills well and this is having a positive impact on the development of early reading and writing skills. In other phases students read for information, analyse texts, read different genres and are able to use inference well.

For development

- Increase the opportunities for students to write more extensively and to write for a variety of purposes.

Mathematics 		KG	Primary	Middle	High
	Attainment	Good 	Good	Good	Good 
	Progress	Good	Good	Good	Good 

- Although internal tests indicate high levels of attainment work in books and lessons indicates lower attainment and progress in the high school. Their problem solving, and enquiry skills are not strongly developed. In the KG, children demonstrate improved attainment.
- In the primary phase, students' display good mental arithmetic skills, use correct mathematical vocabulary and apply basic numeracy skills effectively. Middle school students exhibit strengths in applying mathematical algorithms in solving problems, but are less secure when solving real-life problems independently.
- In the KG, most children can count up to 10 and match up to five objects through practical applications. In the other phases students' strengths are strongest in applying their numerical skills and algebraic formulas in textbook tasks.

For development

- Increase opportunities for students to solve mathematical problems in context to promote the skills of critical thinking, problem solving and reasoning.

		KG	Primary	Middle	High
Science 	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good

- Students' attainment and progress in internal school tests show consistently high levels of performance, particularly in the Iranian national curriculum tests. Their performance, as observed in classroom activities, indicates more uneven achievement, particularly in the lower primary school.
- The ability of students to communicate their scientific knowledge orally through classroom presentations and in writing is strong in all phases. However, students' subject specific skills are not always fully developed, particularly in applying scientific methods.
- In the middle and high schools, attainment and progress are strongest, particularly in carrying out scientific experiments. Students in the KG and the primary school have not systematically developed appropriate scientific investigative skills.

For development

- Provide students with opportunities that both challenge and match their learning needs, particularly in the middle and primary phases.

	KG	Primary	Middle	High
Learning Skills	Good ↑	Acceptable	Good	Good

- Upper primary, middle and high school students, demonstrate good levels of engagement and enthusiasm. They enjoy learning and acknowledge the long-term value of education in their future lives. They willingly take on lead roles in small group activities.
- Students have some opportunities to apply learning to the real world. For example, they understand the connection between diet and health. Activities to develop innovative skills, critical thinking and problem solving are more evident in the upper grades.
- The development of learning skills has improved in the KG and upper primary. Students now work with increasing independence and are becoming more active in their learning. Older students sometimes use laptops for independent research but this is underdeveloped across the school.

For development

- Provide frequent opportunities in all subjects and grades for the development of critical thinking, research and problem solving skills and enable greater use of learning technologies.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Very good	Outstanding

- Student show exemplary personal development, particularly in the high school. They have positive attitudes to learning, high quality self-discipline and the ability to reflect on their learning. Attendance is outstanding in the middle and high schools, but more variable elsewhere.
- Students are very respectful towards their peers and teachers. They respect diversity and are very welcoming to students who are new to the school who in turn feel part of the school family. Students work well together to develop shared values.
- Students are well aware of their responsibilities in supporting positive behaviour, avoiding litter and in ensuring cyber safety when using computers and social media. They understand the value of healthy eating and in maintaining an active lifestyle throughout school.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students' understanding of Islamic values and their own culture are consistently well developed, particularly in the high school. They link their understanding of UAE traditions, Islamic values very well with their increasing understanding of worldwide cultures.
- Students speak eloquently about UAE culture, traditions and celebrations. They are able to link these with their own and other world cultures and confidently share their experiences of traveling.
- Students show a good appreciation of UAE culture in lessons, by singing the national anthem, leading assemblies, and through displays of their work throughout the school.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑

- Students are very active members of three student councils, contributing to improvements through regular meetings with school leaders. Older students act effectively as prefects working with their teachers to ensure good student conduct, with younger students contributing through being class monitors.
- Students are increasingly developing their innovation skills. Older students make innovative models by applying their mathematical and scientific skills. However, most activities which develop the skills of innovation are through extra-curricular projects.
- Students are involved in developing and leading after-school clubs, particularly in the international section. They have strong links with local Iranian cultural institutions and are developing links with local schools. However, links with the wider community are limited.

For development

- Increase opportunities for the development of the skills of innovation in lessons.
- Provide more opportunities for all groups of students to be involved in the wider community.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Good	Good

- The quality of teaching has remained consistent despite the intake of new teachers and students. It has improved in the upper primary phase. Lesson planning is detailed, but does not take enough account of students who are above and below average ability.
- Very good relationships between students and teachers are evident throughout the school, resulting in a purposeful, calm and relaxed atmosphere. Many lessons include a range of interesting and challenging activities that motivate students and enhance learning.
- Where teaching is best, students take responsibility for their own learning. They engage in individual research and are well supported through focused discussions about their work. In weaker lessons, most evident in lower primary, teachers are too didactic, restricting independent learning.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable ↓	Acceptable ↓

- Assessment systems closely align to external examination requirements in the National section. In the International section, IBDP assessments are being introduced.. However, the use of assessment information to track students' progress is inconsistent across the school.
- Most teachers know their students' strengths and development needs. In the better lessons, skilful questioning checks student understanding although written feedback is often of a lower quality. Assessment information is not used effectively to adjust planning and teaching.
- In the KG, children's starting points are assessed four weeks after starting school using age-appropriate assessments, mainly through observations. There is limited assessment through questioning during lessons, Teachers use their knowledge of children's strengths and weaknesses for groupings and differentiated tasks.

For development

- Analyse and interpret assessment information accurately to provide clear information about the progress of individual students at each grade level.
- Use assessment information to inform and modify teaching and inform students of their next steps in learning orally and in written feedback.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale based on students' needs and the vision of the school. An IB program is now accredited in Grades 10 and 11, giving a wider choice for students to develop their talents, interests and aspirations.
- An effective review of the curriculum has resulted in students in the national sector having more suitable lesson timing and receiving additional English teaching. The school is making good progress in implementing the new UAE social and moral education programme.
- The curriculum is planned, in all sectors, to build on students' previous knowledge and skills. There are good examples of cross-curricular links in students' project work, but meaningful links are more limited in key subjects, particularly when learning is over-reliant on textbooks.

	KG	Primary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

- The school makes adequate modifications to the curriculum to meet the needs of students but opportunities to provide appropriate challenge to students who are gifted and talented and those with SEND, are less evident.
- The curriculum identifies opportunities for innovation but mainly through extra-curricular projects. Examples are science, product design initiatives and school murals. However, the curriculum does not offer sufficient scope for innovation in lessons.
- Students across all phases are able to develop their understanding of UAE culture following curriculum review and the enrichment provided in this area.

For development

- Review and develop the curriculum implementation in the classroom to better meet the needs of all students including students with SEND and those with a higher ability.
- Provide opportunities for innovation in all subjects and grades.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- Improved maintenance procedures include adding ramps for disabled students, upgrading lavatory facilities, and resources for the clinic. The school has addressed the issues raised in the previous inspection, including the implementation of a policy to prevent cyber bullying.
- Appropriate medical records are kept for all students. All medicines are stored safely. Awareness campaigns about obesity, the BMI index, dental hygiene and healthy living are promoted well throughout the school.
- Premises and facilities are mostly suitable for students, although there is no elevator to the second floor for students experiencing mobility issues. Risk assessment processes, although in place, are not made explicit in the school policies.

	KG	Primary	Middle	High
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

- Teachers know the students well and have positive, warm and encouraging relationships. Effective behaviour management results in a school atmosphere of respect and harmony. Systems for managing attendance and punctuality are robust and, consequently, students' attendance is very high.
- Systems to identify students with SEND are good. Plans identify the support required, with a majority of students making acceptable academic and social progress.
- The school's personal support system, ensures students have a known and trusted adult to consult if they have concerns. Older students benefit from visits to universities and careers workshops supporting higher education pathways.

For development

- Improve and extend the support for students with SEND to ensure more make good progress in lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school is committed to providing support where every student is valued. It admits students with a range of special needs and disabilities. The school counsellor is accountable to senior leaders and the inclusion governor for the provision and outcomes for these students.
- The school has effective systems to identify students with SEND. Formal identification does not occur until Grade 1, but children causing concern in the KG are kept under close observation. The school takes medical guidance for students having more severe and complex difficulties.
- Parents usually feel well informed about their children's difficulties, provision and achievement, through both formal and informal communication with the school. They are generally appreciative and pleased with their children's wellbeing and progress.
- Individual education plans, drawn up by the counsellor have clear recommendations for a modified curriculum and specific teaching strategies in lessons. Although teachers are very aware and empathetic towards the student's needs, they do not always have the skill to adapt lessons appropriately.
- Students' attainment is assessed to identify gaps in learning and targets for improvement are set. Teachers create regular written reports that summarise each student's progress. Most students make at least acceptable gains in their academic learning and frequently good gains in their personal development.

For development

- Extend training for teachers, and provide additional support, both in lessons and outside the classroom, for students with SEND who are making slow progress.
- Leaders should systematically track, monitor and analyse the progress of students with SEND, as a whole group, to assess the effectiveness of school provision.

6. Leadership and management

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

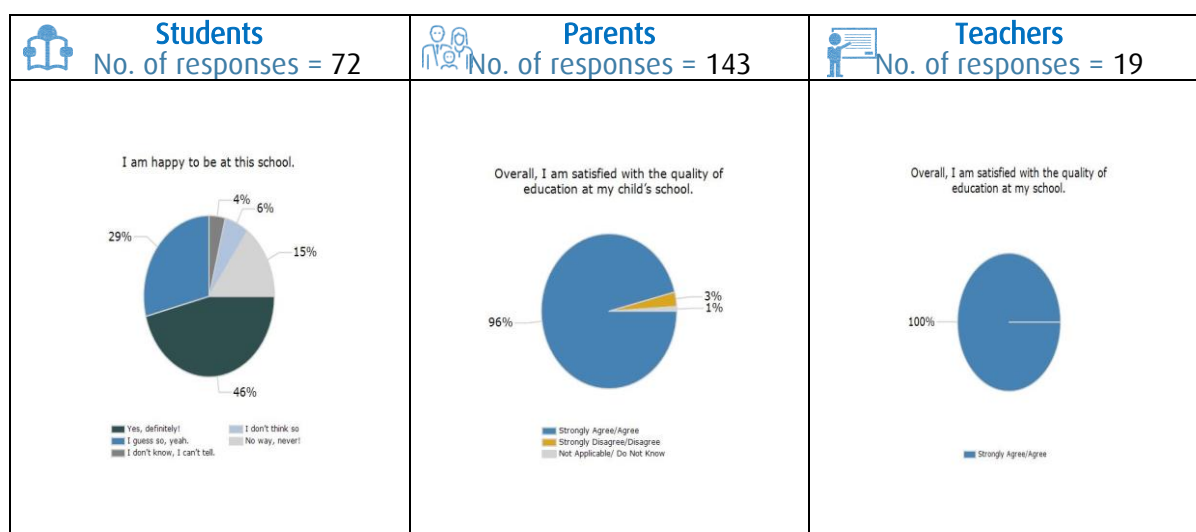
- The principal promotes very caring and collaborative relationships across the school. Leaders share a vision to develop life-long learning. They encourage distributed leadership resulting in a number of areas of school improvement. Leaders are committed and show the capacity to improve their school but lack the strategic approach required to achieve greater consistency in meeting their stated objectives.
- Leaders know broadly the strengths of their school. However, key priorities are not sufficiently identified in school action plans or through self-evaluation to help identify development needs. Leaders regularly evaluate the quality of teaching and increasingly the quality of students' learning. While a range of attainment data is scrutinised it is not used to inform improvement-planning priorities.
- Relationships between parents and the school are very positive. Communication with parents has been enhanced and parents are increasingly helping the school set improvement priorities. Parents are most consistently involved in helping their children learn in the KG. There are well-established links with the local Iranian community and increasingly with other schools. Wider community links are still developing.
- Parents and teaching staff are now represented on the board ensuring stakeholder views, including those of students, inform decision-making. Direct communication with parents has also improved, leading to the board responding positively to requests for enhanced accommodation and resources, and in supporting school improvements.
- Effective systems help manage the school. Appropriately qualified staff benefit from relevant staff development. Additional teachers have been appointed as a result of the increased student roll. A science lab has been added and an e-library added to support students' access to learning. Most classrooms are of an adequate size but learning technology resources are limited.

For development

- Make better use of assessment and progress information to set more specific targets for school improvement.
- Frequently measure the impact of these plans on students' attainment and progress.
- Provide a wider range of learning technologies to support 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.



 Students	Most students who responded to the survey, think the school is welcoming with a majority consistently positive about the school. However, around twenty percent of students do not think that school reports help them improve. In contrast all students interviewed during the inspection, are very positive about their school. Inspection findings confirm teachers are very caring but assessment could be used better to meet students' needs.
 Parents	Almost all parents who returned the survey, think the school is well led and are satisfied with the quality of their children's education. A few do not think teachers know their children sufficiently well, including some parents whose children have SEND. Parents interviewed during the inspection, are very positive about the school. Inspection evidence confirms the identification of need had improved since the previous inspection.
 Teachers	All teachers who returned the survey, think students learn well and are developing their independent learning skills. Almost all are happy and believe that professional development has enhanced their teaching. While the inspection findings confirm teachers have good subject knowledge, they identify improvements are needed in the consistency of developing students' independent research, critical thinking and problem solving skills.

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