

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

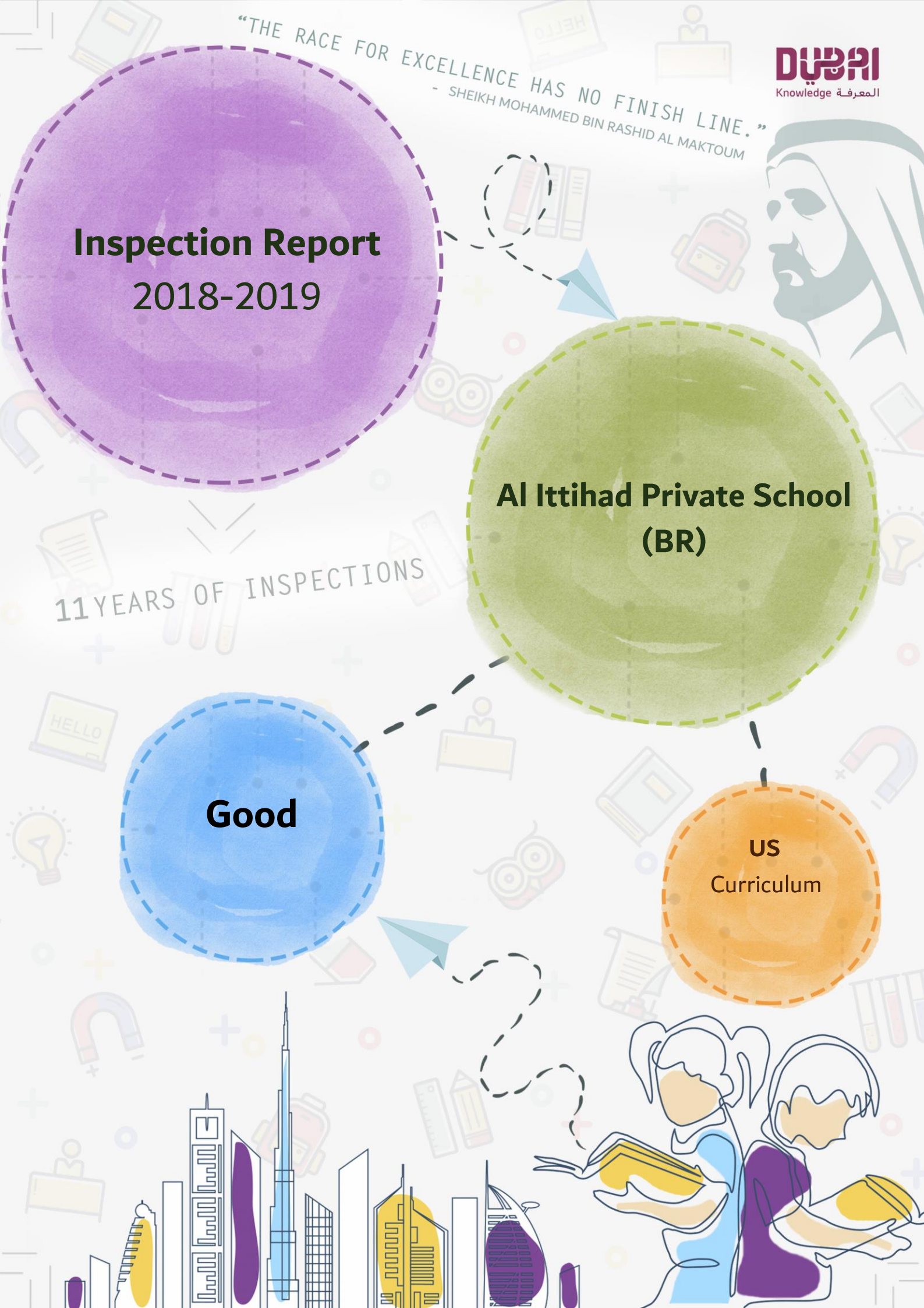
Inspection Report 2018-2019

**Al Ittihad Private School
(BR)**

11 YEARS OF INSPECTIONS

Good

**US
Curriculum**



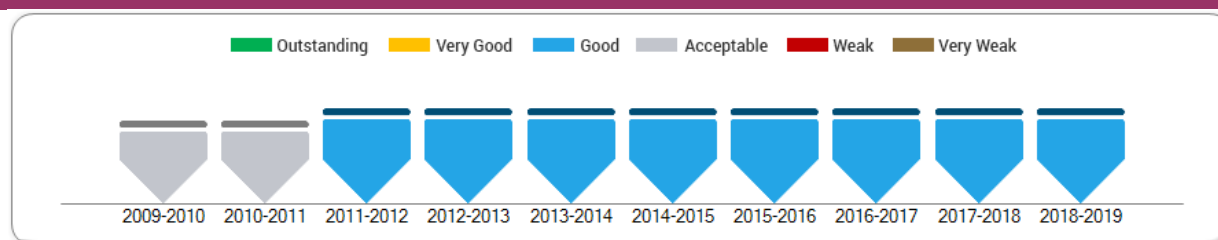
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School Information

General Information	Location	Al Safa
	Opening year of School	1998
	Website	http://www.ipsjumeira.com
	Telephone	043945111
	Principal	Nehad Saeed Al Shamsi
	Principal - Date appointed	9/1/1999
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2266
	Number of Emirati students	2034
	Number of students of determination	93
	Largest nationality group of students	Emirati
Teachers	Number of teachers	168
	Largest nationality group of teachers	Lebanon
	Number of teaching assistants	37
	Teacher-student ratio	1:14
	Number of guidance counsellors	3
	Teacher turnover	20%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP
	Accreditation	NEASC
	National Agenda Benchmark Tests	MAP

School Journey for Al Ittihad Private School (BR)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children achieve very high academic outcomes in Kindergarten (KG). In core subjects, and across all phases, students attain high standards. Students make very good progress in Islamic education across the school. Most notably in the middle phase, standards of attainment are not as consistently high in observed English lessons and in assessments.
- Students have very positive attitudes to building relationships and to their learning. This is a particular strength in KG and high school. Students understand the importance of healthy lifestyles and appreciate how Islamic values influence contemporary UAE society. Students appreciate their own and others' cultures. They participate in a wide variety of programs in school and the community. Their innovative skills and work ethic are strong.

Provision for learners

- The quality of teaching is very good and consistently so, in KG and high school. It is not as consistently strong in other phases. Teachers' subject knowledge is good. The effective teaching of critical thinking and other higher order skills is an improving feature across all phases. Not enough account is taken of assessment data in lesson planning. Teachers regularly check students work and provide useful feedback.
- The curriculum is compliant with the California State and MOE standards. Very good literacy, physical activity and creativity opportunities are available in KG. The structure of core and elective courses in High school has improved. High school students also benefit from, and enjoy volunteering and community internships. Teachers adapt the curriculum very well to meet effectively the academic and personal development needs of most students.
- The school has very effective student welfare and safety policies and procedures. Transportation and food service contractors are licensed and compliant with municipal regulations. Relationships among students and staff are very positive. Students' behavior is managed very well. Systems for the identification and support of students of determination are very effective. Students have access to an improved range of advice for their pastoral and academic support.

Leadership and management

- The school is extremely well organized and very efficiently managed. The principal and senior leaders promote the school's highly ambitious vision very well. There is a very positive learning culture across the school. The review procedures identify most of the school's key priorities. Relationships and communication with parents are very strong and effective. The school has benefitted from the support and guidance of the governing body.

What the School does Best:

- Provides an environment in which students develop outstanding personal and social skills
- Students demonstrate a good understanding of Islamic values and show initiative and enterprise
- Provides very effective teaching in Kindergarten (KG), which enables children to acquire very strong learning skills and develop high levels of competence in English, mathematics and science
- Provides a very safe, supportive and caring environment for students to learn and achieve
- Provides an inclusive ethos in which students of determination are welcomed by the school community and make very good progress with the skillful support of specialist staff.

Key Recommendations:

- Ensure a greater consistency of high-quality teaching, across the school by:
 - raising expectations on what students can achieve in lessons
 - improving lesson planning by ensuring that the learning intentions always match the curriculum objectives whilst always paying sufficient attention to the development of literacy skills
 - making better use of assessment information when planning and delivering lessons to meet more effectively the learning needs of different students.
 - using more effective questioning techniques to develop further students' critical thinking and other higher order thinking skills.
- Improve the alignment of the internal assessment data and the external curriculum-based assessments
- Improve students' reading skills in English by:
 - using standardized assessments to monitor closely their reading age in each grade
 - providing appropriate and relevant programs and systematic and consistent support for students across the school.
- Improve governance by:
 - adopting a more systematic and rigorous approach to engaging parents and other stakeholders, and
 - adopting a more rigorous approach to monitoring the school's performance and its approaches to planning for improvement.
- improve the effectiveness of the school's continuous improvement strategies by:
 - simplifying existing lesson monitoring procedures
 - the rigorous application of the UAE School Inspection Framework
 - providing accurate judgements on the quality of students' achievements, and
 - producing action plans with clear, measurable targets with specific deadlines.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Very good ↑	Very good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Very good ↑	Very good	Not applicable
	Progress	Not applicable	Very good	Very good	Not applicable
 English	Attainment	Very good	Good ↓	Acceptable ↓	Good ↓
	Progress	Very good	Good ↓	Good	Very good
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Very good ↑	Very good	Very good
 Science	Attainment	Very good	Good	Good	Good ↓
	Progress	Very good	Good	Good	Very good
Learning skills		KG	Elementary	Middle	High
		Very good	Good	Good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Good ↓
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Very 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 N.A.P. targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (NAP)

The School's Progression in International Assessments is approaching expectations

- The school did not meet the N.A.P targets, but improved its PISA results. In TIMSS, in both Grades 4 and Grades 8 its results in mathematics declined. In science they declined in Grade 4 but improved in Grade 8. On average, students achieve better than indicated by their CAT4 measured potential.

Impact of Leadership meets expectations

- There is a comprehensive National Agenda action plan in place, but not all of the targets are sufficiently measurable. Leaders demonstrate a sound understanding of N.A.P. data analysis and what constitutes effective, data-informed interventions, all of which are now in place. Data-informed, curriculum adaptation in key subjects needs further development.

Impact on Learning is approaching expectations

- The results of cognitive ability and benchmark tests are not used consistently by teachers to identify strengths and areas for development and this slows down their development of learning skills. Students' skills in the use of technology for research and problem-solving are developing.

Overall, the school's progression towards achieving the UAE National Agenda targets is approaching expectations.

For Development:

- Continue to adapt the curriculum and teaching to improve the school's PISA and TIMSS results.
- Monitor more accurately the impact of the use of data, on teaching, learning and achievement across the school.
- Develop students' confidence in applying their learning more effectively in different contexts so that it is consistent across all key subjects, and grades.

Reading Across the Curriculum

- While reading initiatives have potential for raising achievement, to date they have had insufficient impact, particularly for students who find reading difficult.
- Students develop their knowledge of phonics, which they use to good effect in decoding unfamiliar words in Kindergarten and lower elementary. Fluency and comprehension skills develop too slowly, and this hinders students' ability to infer meaning at a deeper level.
- The use of technology in the library is beginning to have a positive impact on reading habits and the development of study skills, particularly in the High school.
- Leaders are committed to the whole school development of reading across the curriculum; they are investing in improving the library facilities and resources. Implementation of the school's reading policy remains at an early stage.

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

For Development:

- Improve reading skills in English and Arabic, including through the use of well-targeted interventions in lessons, special projects and improved library facilities and resources.

UAE Social Studies

- The UAE social studies curriculum outcomes have been carefully mapped to provide continuity and progression. The lessons are taught in Arabic with some cross-curricular links, although these are mostly limited to Arabic and Islamic studies.
- Teachers create supplementary resources and encourage independent research. A recent classroom-based project on the Houbara allowed students to collaborate and develop presentation skills.
- Students attain well in social studies; they enjoy discussing aspects of UAE culture and history and readily share their personal experiences.
- Assessment processes are well-developed and they indicate that at least the majority of students make better than expected progress in relation to their individual starting points and the UAE Social Studies curriculum standards, in their lessons and in recent work.

The school's implementation of the UAE social studies program is meeting expectations.

Innovation

- Innovation is most evident in separate projects. In these activities, all students strive to apply their understanding of innovation.
- The school provides opportunities for students to complete their initiatives and projects. Their success is acknowledged and praised in the school and wider community.
- A minority of teachers adopt innovative approaches to lessons, but this way of working is not yet fully embedded in their practice.
- School service projects develop students' creative thinking and initiative. STEAM and other projects provide good opportunities for students to develop skills of innovation.
- Leaders are keen to promote innovation across the school. The lack of a coherent implementation strategy results in limited impact on improving students' outcomes.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Very good ↑	Very good

- A majority of students in each phase demonstrate levels of knowledge and understanding that are above expectations. Senior students can analyze the Holy Qur'an very well. They understand both the importance of fasting during Ramadan and the rules of fasting.
- Students recite the Holy Qur'an confidently and competently. As a result of additional lessons put on for students, this particular skill is developing well, across all phases. Elementary students have a good knowledge of Islamic morals, etiquette and the importance of personal cleanliness.
- Students know the links between the rules of Halal and Haram and text in the Holy Qur'an. They are very good at applying Islamic principles to their own lives and recognizing how the charitable work of the UAE government conforms to Islamic principles.

For Development:

- Develop further students' understanding of Alseerah Al Nabuaiah events and Islamic history.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good	Good	Good

- Students make good progress in developing their language skills across the phases. Students in the Elementary school are making better progress in all language skills as evidenced in the lessons and their recent work.
- Students exhibit advanced levels of reading comprehension and analysis of literature. Their writing skills and use of standard Arabic in speaking is still developing in High school. It is more secure in the Elementary phase.
- Recent improvements in teachers' pedagogical approaches which include investigative learning and are not yet fully embedded in some grade levels and therefore, do not yet impact on students' outcomes.

For Development:

- Improve lesson planning to ensure high and well-focused expectations
- Enhance consistency of teaching practices to engage all students and improve learning skills
- Ensure that assessment tasks are of high enough challenge and are marked at an appropriate standard

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good ↑	Very good	Not applicable
Progress	Not applicable	Very good	Very good	Not applicable

- Students make significant progress in their lessons and recent work in the Elementary and Middle school. The large majority of students attain levels that exceed the Ministry of Education curriculum standards.
- Students have secure listening, reading and speaking skills. Their writing for a variety of purposes features good use of vocabulary, but they continue to make frequent errors in conjugation.
- The continuously improving pedagogical practices in the Elementary and Middle school have a clear impact on students' confidence and skills in using the Arabic language.

For Development:

- Improve the accuracy and use of grammar in students' written work

English

	KG	Elementary	Middle	High
Attainment	Very good	Good ↓	Acceptable ↓	Good ↓
Progress	Very good	Good ↓	Good	Very good

- Steady development of oral language skills is a common feature across the school. Internal, school-based assessment results are much higher than students' performance in the external, curriculum-based assessments and students' proficiency in English in classroom language activities.
- In the upper grades, students sometimes use higher order thinking as they analyze literature and information text. Young students are engaged as they learn language skills. However, for many students across the school, reading skills are only developing slowly.
- The digital reading opportunities being put in place are beginning to have an effect on students' enjoyment of reading, leading to increased reading practice and improvements for some students. Students' awareness of their Lexile reading scores is motivating some students to improve.

For Development:

- Provide increased systematic, daily opportunities for students to develop strong reading and literacy skills, particularly in the elementary and middle phases, with high expectations for all language domains and frequent opportunities for extended writing across all phases.

Mathematics

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

- Children achievements in mathematics in the KG is a strength of the school. Across the phases, students demonstrate an increased ability to apply skills of mathematical reasoning and problem-solving in daily lessons.
- In the elementary and middle school, students develop the ability to communicate in mathematical terms and explain mathematical processes. In the high school elective courses, students demonstrate strong analytical and reasoning skills.
- Students demonstrate strong critical thinking, logic, analysis of data and problem-solving skills in all phases. They can apply their knowledge of mathematical processes consistently in all phases.

For Development:

- Provide opportunities for all students to achieve their full academic and mathematical potential in the middle and high school, by offering courses that sufficiently challenge and optimize their abilities.

Science

	KG	Elementary	Middle	High
Attainment	Very good	Good	Good	Good ↓
Progress	Very good	Good	Good	Very good

- The large majority of Kindergarten children achieve very high standards. In the elementary and middle school, a majority of students' attainment and progress exceeds expectations. In high school, a large majority of students make better than expected progress from their starting points and over time and have good levels of attainment.
- In the Kindergarten, children enhance their confidence in exploring, asking questions, playing with new objects, experimenting with different senses and solving problems. A large majority can explain their ideas and observations well using simple scientific vocabulary.
- In the high school phase, a large majority of students build successfully on their prior learning. They demonstrate a good understanding and application of the scientific method. Students can carry out investigations and control variables well. They are beginning to use deeper thinking to evaluate evidence and solve problems.

For Development:

- Accelerate progress particularly for elementary and middle school students by developing inquiry and problem-solving skills and their command of the technical language of science.

Learning Skills

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

- Students collaborate well. They show the strongest learning skills in practical lessons such as science and in the Kindergarten (KG) and high school phases.
- When provided with opportunities, students are successfully inspired to be creative, although this learning skill remains underdeveloped. Many students demonstrate strong skills in the use of learning technology, except at lower grades where they do not have sufficient, regular access to digital technology.
- An improving feature of learning skills is students forming learning connections to life experiences and to other subjects. Students across the school make meaningful connections in their classes. Although critical thinking and research skills remain at an early stage of development, there are nevertheless, a few excellent examples.

For Development:

- Provide opportunities in every lesson for students to develop their critical thinking, reasoning or problem-solving skills.

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

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

- Students have highly positive attitudes, especially in the Kindergarten and elementary phase. Across phases, almost all students and especially the girls, display cordial and respectful behavior.
- Students have strong and friendly relationships with their peers and teachers. They show understanding and respect for students of determination, and this is reciprocated. They are self-disciplined and capable of dealing with any minor behavioural incidents as they occur.
- Students understand the importance of very good school attendance and punctuality. They appreciate the importance of healthy eating and physical activity. Students would benefit from additional opportunities that encourage a healthier lifestyle.

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

- Students have an appreciation and a clear understanding of how Islamic values influence contemporary UAE society. Students listen to the Holy Qur'an in assembly and they apply the principles of Islam during lessons and break such as cooperation, respect and protection of the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. All students know the UAE National anthem and both respect and take part in the traditions and festivals of the UAE.

- Students demonstrate a clear understanding and an appreciation of their own culture. They have a wide knowledge of their own heritage and the culture of other countries. Students gain a knowledge of other world cultures largely as a result of travelling outside the country.

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

- Students are active participants in a wide variety of programs and projects in school and in the wider community. In the high school phase students complete seventy-five hours of community service as it is a graduation requirement. Student's self-reflection on their service is an integral part of their experience.
- Students demonstrate innovative skills and a strong work ethic when they participate in events and programs such as Think Science, Design for Change, Innovation Fair and Future Career Foresight. Students have received recognition for their projects in sustainability and environmental awareness. They gained the Rashid Award for recycling (DENA) and participate in the Integration of Houbara program.

For Development:

- Insure that the behavior of boys in the upper levels is consistent with the school wide expectations particularly during classroom and transition times.

3. Teaching and assessment

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

- The quality of teaching is better in Kindergarten and the high school phase than in other phases, because teachers more frequently provide learning experiences that are personalized to meet individual needs. Expectations, pace of learning and levels of challenge are less consistent in the elementary and middle phases.
- Positive relationships in all phases ensure that most students are motivated to learn. Most teachers have a secure subject knowledge. A minority do not have a sufficient knowledge of curriculum expectations and individual students' needs to plan lessons that are well structured and suitably challenging.
- Initiatives to improve the quality of lesson planning, accelerate learning outcomes, promote critical thinking and deepen understanding are emerging but not yet fully embedded in the practice of all teachers.

	KG	Elementary	Middle	High
Assessment	Very good	Very good	Very good	Very good

- Internal assessment processes are linked to common core standards and provide measures of students' academic development. However, the benchmarking of students' academic outcomes against appropriate external expectations lacks rigor. Assessment data are extensively analyzed and present increasingly accurate information regarding students' progress.

- Students' learning profiles and tracking systems enable teachers and subject leaders, including the SEND coordinators to pinpoint and address specific learning strengths and challenges. Teachers' are showing growing proficiency in their use of cognitive and other externally generated test information to provide appropriate levels of challenge, support and feedback to students.
- Teachers regularly check students work and provide oral, written or digital feedback. Students regularly reflect on their learning and assess their own and their peers progress.

For Development:

- Improve the quality of teaching in elementary and middle phases, by ensuring that all teachers are equipped with the skills to plan well-structured and challenging, personalised lessons.
- Ensure that internal assessment information agrees with the school's MAP results so that teachers have a more reliable and accurate understanding of students' academic levels and needs.
- Use assessment information to plan more effective lessons to meet students' learning needs.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Very good	Very good	Very good

- The curriculum is aligned with the California State standards across all subjects, and MOE standards in Islamic Education, Arabic, Social Studies and Moral Education. Students benefit from this continuity of subject standards across phases, and the incorporation of national priorities.
- The Kindergarten curriculum is excellent. It includes ample opportunities for developing literacy, and for physical activity and creativity for all children. Across the school, cross-curricular links are regularly provided. High school students benefit from and enjoy volunteering and community internships.
- In the high school phase, improvements to the structure of core and elective courses ensure that all students are able to access the courses they need to prepare for their next stage of learning once they leave this school.
- Moral education is delivered as a stand-alone subject up to Grade 8. It is taught in English or Arabic. In the upper grades, it is integrated into other subjects, yet still meets the total required hours.

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

- The modification of the curriculum meets effectively the academic and personal needs of most students. Continued improvement in the use of modifications is enhancing the work for more able students. The work also results in accelerated progress for almost all students of determination.
- The curriculum is practical and adapted to engage all students. There are imaginative work areas to enhance learning together with well-developed opportunities for enterprise and creativity. There is a good and improving range of additional activities available to students.
- Aspects of UAE traditions are included in Arabic lessons through the social studies curriculum and are shared and celebrated. Special events are held throughout the year as students consolidate the deep connections with their own culture and values.

- Arabic is taught for over two hours per day in the KG and it is integrated with UAE social studies and Islamic Education.

For Development:

- Ensure each curriculum standard, for every subject, is well understood and fully implemented, to enable students to move from simple knowledge of each standard to an in-depth knowledge and skill in applying it.
- Use long term planning when considering the options in the high school, to provide a balance of core and elective courses, aimed at students' higher education goals both within the UAE and abroad.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Provision for health and safety at the school is excellent. Leaders prioritise the safeguarding of students and the child protection policy through very diligent and well-documented procedures of staff training, raising parental and student awareness.
- All student records are securely maintained in the well-staffed clinics with a full-time doctor and three nurses. The school is compliant with all safety regulations from the municipality and all safety checks are documented.
- The crisis management team convenes as required, providing a school-wide network to ensure student safety and wellbeing. Transportation and food service contractors are licensed and compliant with school and municipal regulations on nutrition, hygiene, and safety.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- The relationships that the students have built with both friends and staff are very positive. There is an inclusive ethos which permeates the whole school. Students' attendance and punctuality are monitored rigorously. Behavior is managed very effectively.
- Systems for the identification of students of determination have developed very productively. The school has developed systems to identify those who are gifted and talented and provides some opportunities for them to excel. Support for students of determination is having a very positive impact on their progress. Students now have access to an improved range of advice for their pastoral and academic support. They are now in a good position to make more informed career choices as a result of the improved capacity and availability of guidance counseling.

For Development:

- Ensure that those students with gifts and talents are suitably challenged in lessons

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- All leaders are highly focused and ensure that the systems for inclusive provision are monitored and have impact. Increased staffing is providing a wealth of additional expertise. Leadership capacity to bring about further improvement is very good in the school.
- Early and accurate identification of learning needs results in the establishment of well-planned support. The skills that key staff bring to the department results in improved teaching interventions in place. Almost all students benefit from individualized and small group programs of work.
- Parents are very pleased with the partnership that the school has established with them. They know that the school takes very good care of their children because they are kept very well informed of their academic and personal progress.
- The school now ensures that parents and teaching staff are fully involved in the creation of individual education plans (IEPs) for their students. These IEPs are very detailed and are used with increasing consistency to guide students' improvement in classes.
- Very good levels of care, guidance and support ensure that students of determination make very good levels of academic and personal development. These students gain the emotional resilience they need to tackle challenges later in their school and educational lives.

For Development:

- To ensure that targets set for individual students have impact, ensure that the leaders monitor levels of consistency in the teachers' uses of IEPs.
- Make sure that students' targets for improvement are achievable in shorter periods of time

6. Leadership and management

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

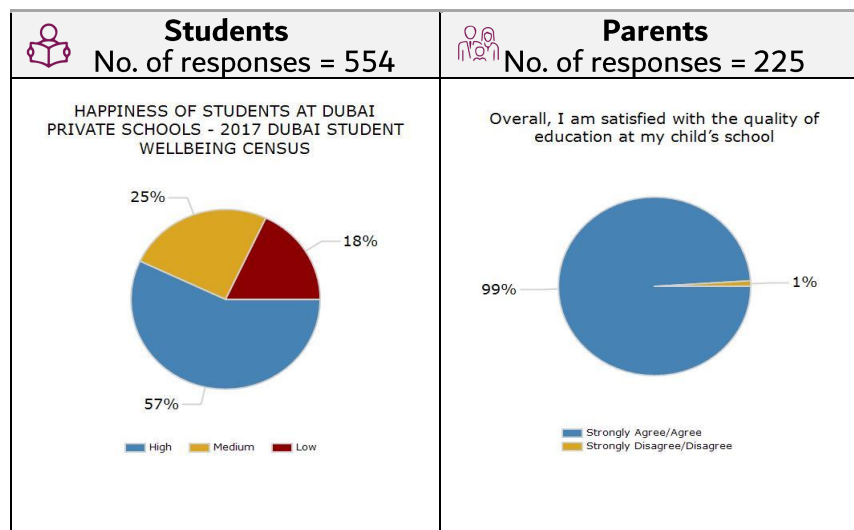
- The principal and senior leaders continue to work extremely hard and promote the school's highly ambitious, shared vision very well. The school is highly inclusive and has very strong Islamic values. Senior and middle leaders have a thorough knowledge of the curriculum as well as best educational practice. They have established a positive learning culture across the school, and maintain very high standards of achievement. Relationships and communication between senior leaders, teachers and students are very effective, and result is a highly positive morale across the school.
- The school's review procedures identify most of the school's key priorities. However, they do not always provide accurate judgements on students' performance. The school's three-year strategic improvement plan is sound. The detailed action plans based on the last inspection report and other priorities lack specific deadlines. This makes it difficult for leaders to monitor them closely. The school has improved the curriculum since the last inspection. Despite introducing a significant number of initiatives, this has not yet resulted in a marked improvement in students' achievements.
- The wide range of workshops offered by the school and information available on the website ensure that parents feel very involved in their children's school life. The school uses various methods, including technology, to communicate with parents. However, there are fewer established consultation systems which allow parents to contribute to school development and improvement planning in relation to defining priorities.
- The school has benefitted from the support and guidance of the governing body. Governors know parents' views on the school through informal contacts with parents and from the Mother's Committee. There are no parental representatives on the governing board. Governors hold the school to account through the regular reports submitted by the Principal. Governors are not yet monitoring the school's performance and its approach to managing change sufficiently closely.
- The school is well organized and efficiently managed. Most teachers are well qualified and proficient in English. They have secure subject knowledge, though a minority do not have a strong knowledge of pedagogy and curriculum expectations. The school's professional development program has not fully met the needs of these teachers. The school has a strong team for supporting students of determination. High quality facilities and resources provide an environment conducive to teaching and learning for all students.

For Development:

- Simplify self-evaluation procedures, aligning them more accurately to the framework.
- Introduce improvement initiatives through robustly monitored procedures to enable teachers to implement change well and bring about steady improvement to students' learning outcomes.

The View of parents, teachers, and senior students

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



 Students	Grade 6 to Grade 9 students' responses to the wellbeing survey show that the majority of their views are largely in-line with the average Dubai statistics for this age group. Results are lower than the Dubai average on students' participation in music and arts, sports and organized activities. Younger girls are generally happier than boys and this position reverses by Grade 9. Girls reported less bullying than boys.
 Parents	Almost all of the parents who responded to the survey are satisfied with the quality of education provided by the school. They think their child is kept safe at school. Parents feel that leaders and other staff listen to them and act on their views. The inspection found that there should be more opportunities for parents to be involved in the on-going development of the school. Parents think that teachers have helped their child to develop effective learning 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