

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Al Maaref
Private School
(LLC)

Celebrating
10 years of
inspections

AL MAAREF PRIVATE SCHOOL (LLC)

AMERICAN CURRICULUM

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School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	1987
Website	almaaref.ae
Telephone	00971-4-2988881
Address	Al Qusais, Oman Street, P.O. Box 87823
Principal	John DeFelice
Principal - Date appointed	9/15/2017
Language of instruction	English
Inspection dates	09 to 12 April 2018

Teachers / Support staff

Number of teachers	101
Largest nationality group of teachers	Egypt
Number of teaching assistants	13
Teacher-student ratio	1:20
Number of guidance counsellors	2
Teacher turnover	60%

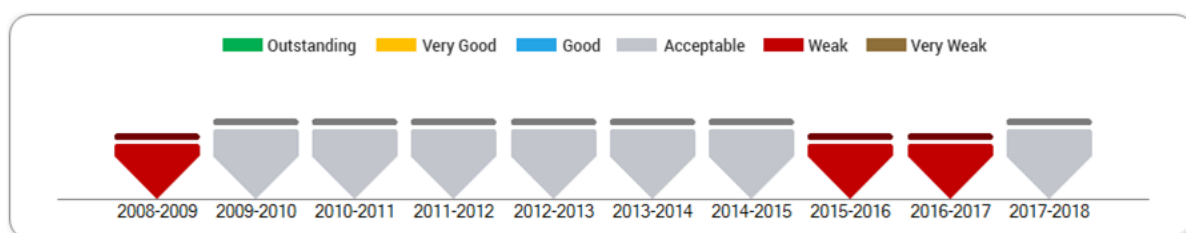
Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1449
Number of children in pre-kindergarten	
Number of Emirati students	414
Number of students with SEND	45
Largest nationality group of students	Arab

Curriculum

Educational permit / License	US
Main curriculum	US /
External tests and examinations	SAT, TOEFL
Accreditation	,
National Agenda benchmark tests	MAP

School Journey for Al Maaref Private School (LLC)



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 Maaref Private School (LLC) was inspected by DSIB from 09 to 12 April 2018. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders have successfully improved a number of areas of school performance and their commitment is impacting positively on morale throughout the school. Parents are involved more regularly through surveys and open days. Self-improvement planning is more accurate and previous recommendations are being addressed. Governors, with the support of a local advisory board, are becoming more effective in the monitoring of outcomes.

Students' achievement

In the elementary phase, attainment and progress in Arabic as a first language is weak, as is Arabic as an additional language across all phases. Attainment and progress in Islamic education remains acceptable. There is an improving picture of progress and attainment in English in the elementary phase. However, attainment in mathematics in the elementary phase remains weak. Progress in science in the high phase is now good.

Students' personal and social development, and their innovation skills

Students across all phases have responsible attitudes and behavior is mostly good. Staff-student relationships are supportive and caring. Students' understanding of Islamic values and Emirati culture is well embedded. Improving attendance and punctuality remain priorities for the school. Some students engage in projects that enable them to be innovative.

Teaching and assessment

The quality of teaching is acceptable overall. While there are examples of effective teaching, there is too much inconsistency. In some lessons, expectations are too low and the work set is not challenging enough. The quality of assessment is now more coherent but not enough use is made of this information to ensure work is matched to students' ability levels.

Curriculum

The curriculum is compliant and provides a reasonable balance of knowledge and skills. However, the curriculum does not always provide continuity in students' learning across all grades and phases. Students have opportunities to participate in project-based activities in most grades. The use of assessment information to guide curriculum planning is underdeveloped in all phases.

The protection, care, guidance and support of students

The school has successfully addressed the health and safety issues highlighted in the last inspection report. More work needs to be done to inform Arab speaking parents of school policies. The identification and assessment of students with special educational needs has improved. However, classroom support is inconsistent as is the support provided for higher ability students.

What the school does best

- The identification by leaders of the key priorities for school improvement, together with the rapid action taken to address recommendations made in the previous report
- The quality of personal care and support for all students in what is a truly inclusive school environment.
- The school's welcoming approach to parents and the good quality of communication between home and school.

Key recommendations

- Address all weaknesses in Arabic, mathematics and reading, and ensure that all students make at least good progress, by focusing on the skills of the US curriculum.
- Make full use of assessment information to ensure that work is matched to students' ability levels in all lessons, including the Kindergarten.
- Ensure that all teachers have strong subject knowledge, are secure in the language of instruction and fully understand the US curriculum.
- Governors should clearly define the roles and responsibilities of leaders all levels and hold them accountable for raising students' achievement in line with international benchmarks.

Overall School Performance

Acceptable ↑

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Weak ↓	Acceptable	Acceptable
	Progress	Not applicable	Weak	Acceptable	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak ↓	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Weak	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Acceptable
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:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based upon National Agenda Parameter (N.A.P) benchmarks is below expectations in English, mathematics and science.
- The school is developing systems to analyse relevant assessment data to give a more accurate picture of the individual achievements of all students.
- Analyses of external and internal assessment information are used to identify weaker areas of attainment and progress. This use of this information to modify teaching and curriculum planning is inconsistent.
- New curriculum plans in English, mathematics and science provide a better balance of knowledge and skills. These are having a positive impact on students' achievement.
- Teachers are beginning to understand the implications for teaching strategies of international benchmark test results. The use of this information to guide lesson planning is inconsistent.
- When given the opportunity, students undertake challenging project work. However, this is inconsistent across the phases.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors and school leaders understand the need to close the gap in attainment between Emirati students and their peers. While information about Emirati students' progress and attainment is analyzed by school leaders, this has not led to changes in teaching and accelerated students' progress. Pilot studies, being carried out by the school, are indicating more effective ways of engaging Emirati parents and students.
- The school analyzes and shares cognitive ability test (CAT4) data with parents, students and staff. However, strategies to improve literacy and language, and engagement in the classroom are underdeveloped. As a result, the progress of some students is very limited, particularly in English. Not enough is done to promote engagement and raise aspirations.
- The learning needs of Emirati students are not a specific focus in the majority of lessons. New tracking techniques are enabling the school to identify trends and target improvements for the cohort and for individuals. However, the development of English and Arabic language skills are not sufficiently prioritised in many lessons leading to missed opportunities to develop students' verbal reasoning.

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

Moral Education

- Moral education is integrated into separate subjects but does not always align with the moral education framework. The school is beginning to engage families in the process of moral education.
- Teachers use the course textbooks, but rarely supplement the content of lessons with additional materials. Few teachers relate the content of lessons to students' own needs and experiences.
- Students occasionally explore moral concepts in their own way and at their own level. They occasionally apply their understanding to personal, local and global contexts.
- Assessment of students' learning is limited to the measurement of knowledge acquisition. As a result it is underdeveloped.

The school's implementation of the UAE moral education program is under developed.

Social Studies

- The curriculum develops knowledge and skills. A few planned cross-curricular links support the transfer of learning between UAE social studies and other subjects.
- Teachers plan appropriate lessons, although they do not consistently provide work that engages or challenges students enough.
- Students occasionally share their knowledge and understanding and make connections between areas of learning. Critical thinking and problem-solving skills are underdeveloped.
- Assessment is mostly restricted to measuring students' knowledge. Consequently, assessment information is not used effectively to guide teaching or curriculum planning.

The school's implementation of the UAE Social Studies program is under developed.

Innovation in Education

- Some students are encouraged to think creatively and work in innovative ways. The use and application of learning technologies is inconsistent.
- Students in the middle and high phases participate in projects that develop innovative skills. However, this is not consistent across the school.
- Occasional projects in science and mathematics develop skills of innovation. However, only a few teachers provide regular opportunities for students to develop innovative learning skills.
- Summer internships at John Hopkins and other universities promote and support the development of leadership and innovation skills for older students.
- School leaders support student initiatives, which develop the skills of innovation.

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

Main inspection report

1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- The school's internal assessment data indicates very good attainment. However, work in lessons and in books only shows acceptable attainment and progress in all phases. There is no difference in outcomes for boys and girls.
- A majority of students in the high school phase are able to make links to real-life situations. In the elementary and middle phases, they have an age-related knowledge of the Pillars of Islam and Faith, and an appropriate understanding of Seerah and Hadeeth.
- Students across all phases are gaining a knowledge and understanding of the biographies of the Prophet Mohammed (PBUH) and other prophets, along with the skills to link Hadeeth and Holy Qur'an verses. Holy Qur'an recitations, memorization and the application of Tajweed are less developed.

For development

- Improve the quality of Holy Qur'an recitations and the range of memorization skills, and develop a consistent application of Tajweed.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Weak ↓	Acceptable	Acceptable
	Progress	Not applicable	Weak	Acceptable	Good ↑

- Students in the high school phase are making better progress in the development of their language skills compared to the other phases. Speaking and writing skills are improving because a consistent emphasis is placed on their development.
- The attainment of students in the elementary phase is below curriculum expectations in most language skills, particularly in reading. However, students in the lower elementary grades are more articulate and express themselves with greater confidence.
- Students in the middle school phase make acceptable progress from their varying starting points. While writing skills are improving slowly, speaking skills are underdeveloped because students do not have enough opportunities to practice them.

For development

- Provide more opportunities for students in the elementary school to improve their reading and writing skills in line with MoE curriculum expectations.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak ↓	Acceptable	Acceptable

- Most students in the middle and high school make limited progress in speaking, reading and writing skills. Slightly better progress is made in the development of listening skills. Students' ability to respond to familiar questions is restricted by a lack of appropriately challenging, age-related, learning activities.
- Reading and comprehension are generally weak. A few students are able to read individual words but have difficulty in reading and understanding extended text. Not enough use is made of visual cues to aid understanding.
- Weak progress in the elementary phase reflects significant gaps in all key skills. Writing skills are underdeveloped because of a lack of planned writing opportunities, low expectations and guidance from teachers.

For development

- Ensure that teachers' expectations of what students can achieve are raised and that teaching and learning are underpinned by careful planning

		KG	Elementary	Middle	High
English 	Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Most children enter the Kindergarten with little or no experience of English. From these starting points they make acceptable progress, particularly in speaking. In other phases, reading and writing are the most well developed language skills. Internal and external assessment results show that attainment is below international standards.
- Progress in writing is slowed because students do not have enough opportunity to write for a variety of purposes. In the Kindergarten, reading and spelling do not develop fast enough because of weaknesses in children's understanding of letters and the sounds they represent.
- Inquiry-based learning is a developing feature in the elementary and middle phases. In the high school phase, students' skills of critical analysis are improving. Students' work over time shows that, given their low starting points, most are generally making acceptable progress.

For development

- Improve literacy in all phases by implementing a structured reading program across the school.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Acceptable	Weak	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Considerable work has been undertaken, in all phases, to raise students' attainment from a very low baseline at the time of the last inspection. In some elementary classes, progress is slowed because of weaknesses in class management.
- There are weaknesses in the knowledge and understanding of calculation facts and key concepts in geometry. However, an increased emphasis is being placed on the development of these skills throughout the school. Closer links between mathematics and science are reinforcing mathematical understanding.
- Although opportunities for critical thinking and problem solving are increasingly provided, they are underdeveloped across the school.

For development

- Address the weaknesses in students' mathematical skills and understanding.

		KG	Elementary	Middle	High
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑

- A focus on developing key scientific skills ensures that the progress and attainment of most students are acceptable. In the high school phase, teachers' stronger subject knowledge support the good progress made by students.
- Students' problem solving, investigation and research skills in the Kindergarten, elementary and middle phases are improving. A minority of students do not have the independent scientific learning skills necessary to make more rapid progress.
- In the lower three phases, students' lack the subject specific reading, writing and analytical skills, to support stronger progress.

For development

- Improve students' scientific reading and writing skills, and promote the ability to think more analytically.

	KG	Elementary	Middle	High
Learning Skills	Acceptable	Acceptable	Acceptable	Acceptable

- A majority of students in all phases work well without the need for close supervision. In some lessons, however, they are too dependent on the teacher to direct their learning. Insufficient opportunities are provided for them to work independently or in small groups.
- Students' ability to make connections between current and prior learning is limited. Older students in particular do not take enough responsibility for their learning.
- There is a focus on improving students' ability to make connections between learning in the classroom and the world outside school. The use of technology in the classroom is underdeveloped.

For development

- Improve students' learning skills by developing the creative and innovative use of technology to support and extend their learning.

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

	KG	Elementary	Middle	High
Personal development	Good ↑	Acceptable	Good	Very good ↑

- Most students have responsible attitudes to school and to learning. They follow rules and instructions. Older students are particularly sensitive to the needs and of others and are consistently helpful. However, the disruptive behavior of a few students in the elementary phase, remains a concern.
- Students are respectful and most have positive relationships with their teachers. They are friendly towards each other. The majority of students display positive attitudes to healthy eating and the adoption of healthy lifestyles.
- Older students support younger learners. Bullying is rare and students are more aware about how to deal with this issue. Positive behavior prevails in most lessons. Attendance is affected by the absence of a minority of students and not all are punctual at the start of the day.

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

- Students demonstrate a clear understanding of the values of Islam and how they impact on contemporary society and the wider world. Throughout the school day, students put into practice what they learn from their awareness of Islamic values.
- The traditions and culture of UAE are well understood. Students can describe some of the main sporting activities such as camel racing and falconry. Moreover, they have a good knowledge about local food and traditional dress. Students are involved in celebrations of National, Flag and Martyr Days.
- Students articulate a clear understanding of the multi-cultural nature of Dubai. They describe and discuss their own cultures and are aware of some features of others. A number of students, however, have only a limited knowledge of other world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Acceptable	Good ↑	Good ↑	Good ↑

- Students demonstrate their sense of social responsibility when volunteering to take part in activities of benefit to the school and wider communities. They sometimes take the initiative when developing imaginative, independent projects. These opportunities are less evident in the Kindergarten.
- Students care for their school and understand their responsibilities as members of a wider community. Most act as positive role models for their peers. Their opinions are appreciated by school leaders, to whom they offer constructive ideas about the direction of the school.
- Improvements are evident in the development of students' entrepreneurial skills. They are developing a deeper understanding of environmental issues. They participate in and sometimes initiate innovative projects to promote sustainability and conservation.

For development

- Provide more opportunities for the development of imaginative and independent projects the Kindergarten.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable	Acceptable

- The quality of teaching is inconsistent across all subject areas. Although teaching has improved in the elementary phase. In a few lessons students are not fully engaged in learning because the pace is too slow and the work is not challenging enough.
- There is too much inconsistency in the quality of lesson planning and the use of time and resources. Teachers' expectations of students' progress are inconsistent. Expectations of both the quality of presentation and accuracy students' written work are not high enough.
- Recently, there has been an increased emphasis on teachers collaborating to develop critical thinking, problem-solving, independent learning skills and innovation. However, the joint planning lacks the rigor required to meet the learning needs of all groups of students.

	KG	Elementary	Middle	High
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Recently introduced assessment procedures provide more consistent and accurate information to track students' progress in all phases. By ensuring internal assessments in all subjects are against appropriate curriculum standards, school leaders are improving the accuracy of measures of students' attainment.
- The school analyzes external benchmarking test results and CAT4 assessments of students' academic potential.. However, the use of this information to ensure that expectations and the work set in lessons are high enough, in terms of international standards, is inconsistent.
- The variety and regularity of ongoing assessments are increasing the amount of information available to teachers to track students' progress. The information, is not used consistently to identify interventions and raise students' achievement.

For development

- Ensure that teachers' expectations of students' progress and attainment are consistently high.
- Make full use is made of assessment information to plan work that appropriately challenging and meets the learning needs of all students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is aligned to the U.S. Common Core and New York State Standards. However, the scope and sequence of the curriculum does not provide for continuity in learning in and between, all phases. Effective planning ensures progression between KG1 and KG2.
- The focus on STEAM across the school is raising awareness of the importance of links between mathematics, science and other subjects. Older students are provided with a suitable range of curricular choices to develop their interests, such as business, psychology, and multimedia.
- The importance of using assessment data to guide curriculum planning, although better understood is underdeveloped across all phases. Cross-curricular links between subjects and within projects is a developing feature of the curriculum.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is regularly reviewed. However, these reviews do not always result in appropriate modifications which enhance students' learning experiences.. There are emerging opportunities to extend students' understanding and appreciation for the UAE, but these are not fully embedded in the curriculum.
- Students have opportunities to participate in project-based, innovative and enterprise activities across most phases. The school is beginning to address differentiation to meet the needs of all students. Opportunities to promote higher order thinking skills are not evident in all subjects and phases.
- There are increasing opportunities to promote students' interests in community and global initiatives. The recently revised mathematics and science curriculum provides a good balance between the development of skills and the acquisition of knowledge.
- Arabic is taught in both KG1 and KG2 for 150 minutes per week.

For development

- Ensure that there is continuity and progression in the development of skills and knowledge in all subjects.

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

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

- The school has well-constructed policies, systems and procedures for the safety, care and protection, including child protection, of all students. All policies are translated into Arabic. The school takes adequate steps to protect students from all forms of abuse, including bullying.
- The school is improving the general requirements for maintaining the health and safety of students and staff. Safety checks are regular. However, some of the improvements are not fully embedded in daily practices.
- Implementation of newly developed procedures is ensuring the effective management of school arrival and dismissal. Overall, supervision of students is effective, both in school and on school transport. A risk analysis is undertaken before any out of school visit is undertaken.

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

- Effective management systems are having a positive impact on attendance and punctuality of younger students, but less so on older students. Behavior management and individual support are improving behavior, except in a few elementary lessons where teaching is less effective.
- Students with SEND are identified appropriately and some diagnostic procedures are in place. Students who have gifts or talents are identified but teachers rarely use the information to extend learning. Limited extra-curricular activities prevents many students' from following their skills and interests.
- Careers education is appropriate, and students trust staff to deal with difficulties sensitively. All staff take good care of students so they feel safe in school. The inclusion department and counsellor contribute significantly to the well-being of the most vulnerable students.

For development

- Ensure that the most able students are provided with an appropriate level of challenge and support to extend their learning in all lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable ↑

- Although the leadership team for inclusion has been strengthened, the inclusion champion and team of support teachers do not have enough time to be fully effective. The resources for training and supporting classroom teachers are insufficient.
- Appropriate procedures are used to identify and assess students with SEND. Staff identify a range of interventions to meet their needs. While the sensory room is fully utilized it is not always used to best effect.
- Parents support the inclusive ethos of the school. They feel that they are well informed and any difficulties are resolved satisfactorily. Parents are consulted about their child's personalized curriculum and receive guidance on supporting their children at home.
- Classroom teachers receive up-to-date advice and guidance for removing any barriers to learning. However, the use of this advice to improve and adjust teaching and learning is inconsistent. The teaching of individual students outside the classroom, is not always effective.
- The progress of students with SEND is inconsistent because of variations in the quality of teaching. Targets are usually appropriate but progress is not tracked carefully enough. Where teaching and planning is better, students with SEND make good progress, both academically and socially.

For development

- Provide leader for inclusion with sufficient time to provide the training and support for classroom teachers.
- Monitor the effectiveness of teaching to support students with SEND to ensure rapid progress is made in all subjects.

6. Leadership and management

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

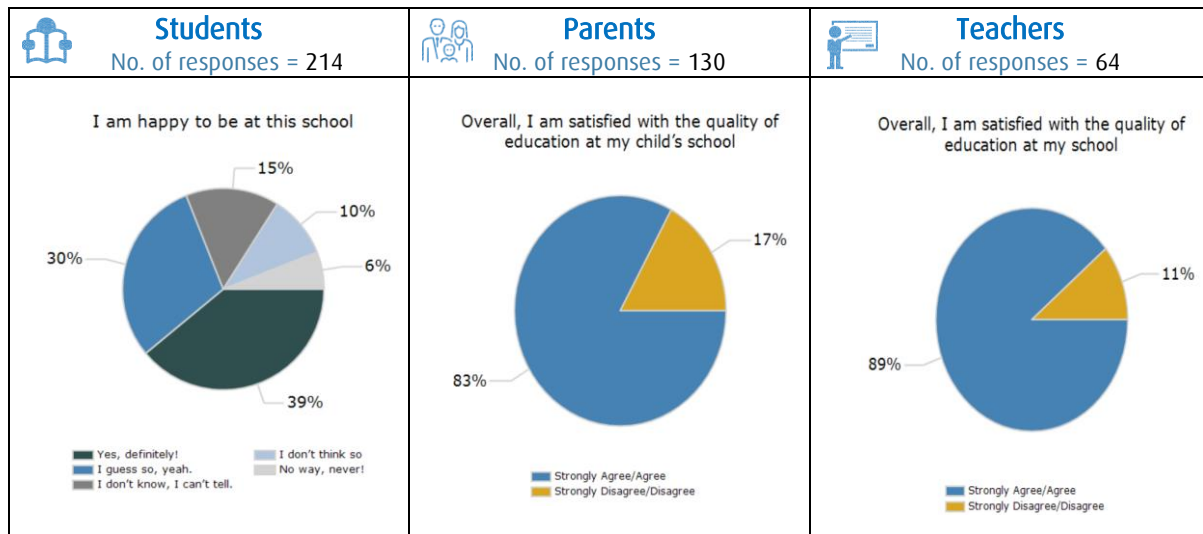
- The school principal and vice principal are committed to school improvement, especially to developing best practice in teaching and learning. Relationships and communication are generally professional. The roles and responsibilities of middle and other leaders are not sufficiently well defined to ensure clarity in lines of accountability for the quality of provision and student outcomes.
- The areas of weakness identified in the previous report are being successfully addressed, although challenges remain in Arabic and mathematics. Leaders have accurately identified improvement priorities. Revised assessment procedures and key policies are being introduced to support more rapid improvement. However, the achievement of consistently good and better teaching is limited by the high rate of teacher turnover.
- Communication and partnership with parents is regular, open and transparent. Parents are able to express their views through surveys and open days, and receive information through weekly newsletters and from the school portal. Parents value the quality of students' report cards. Parents speak very positively about the quality of leadership, the inclusive approach of the school and the standards of care provided for their children.
- The governing board works closely with the principal and the local advisory board in seeking to improve the school's performance. Governors are planning to communicate the school's vision and action plan to ensure sustained improvement as the school moves forward. Not all resources required to implement the vision have been provided.
- Systems for managing the daily life of the school are generally effective. While there are sufficient staff, not all have the experience and skills needed to ensure provision is at least good. While the premises are adequate for implementing the curriculum, physical play areas and the accommodation for students with SEND require improvement. Students have too few opportunities to use technology to support their learning.

For development

- Clarify the responsibilities of staff with leadership positions and provide appropriate training to enable them to carry out their roles effectively.
- Appoint suitably qualified teachers with strong subject knowledge and provide training and support to ensure teaching is at least consistently good.
- Provide sufficient resources to support the implementation of the school's vision and sustain improvements.

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	Students enjoy school and believe they read well in Arabic and English. They express concern about the lack of extra-curricular activities and the varied teaching and attitudes of some teachers.
 Parents	Parental responses indicate satisfaction with the quality of education provided by the school and their children's understanding of the importance of Islamic values. The turnover of teachers and a range of curricular issues were the basis of a small number of parental concerns. Parents spoken to were very positive, especially about the new school leaders. Inspection findings support some but not all of parents' concerns.
 Teachers	The responses of teachers are positive in terms of the quality of education and their understanding of student's strengths and weaknesses. Less positive are the views of teachers on students' behavior and the availability of extra-curricular activities. Inspection findings are in agreement with these views.

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