

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

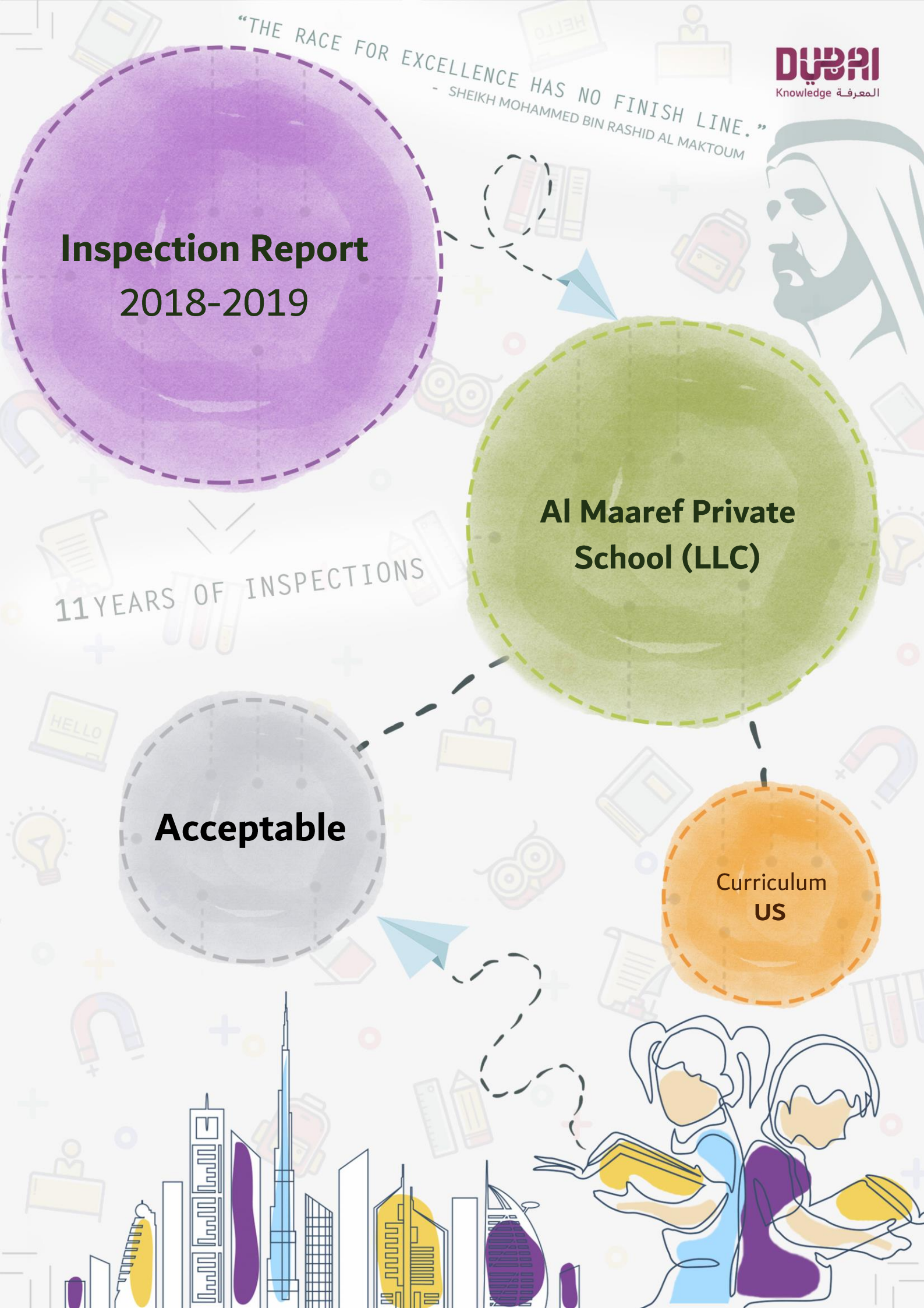
Inspection Report 2018-2019

**Al Maaref Private
School (LLC)**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



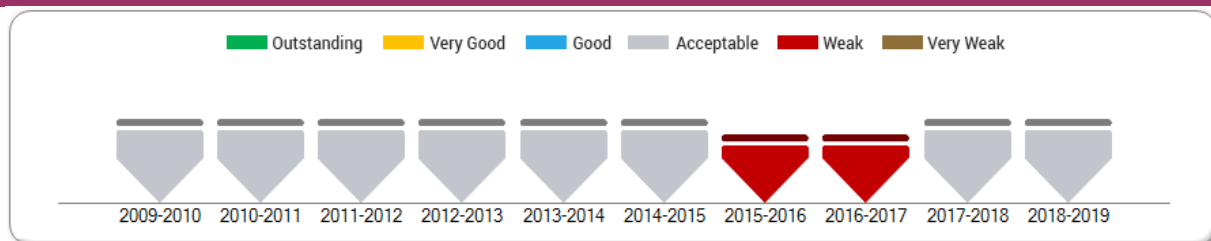
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School Information

General Information	Location	Al Qusais
	Opening year of School	1987
	Website	almaaref.ae
	Telephone	00971-4-2988881
	Principal	John DeFelice
	Principal - Date appointed	9/15/2017
	Language of Instruction	English and Arabic
	Inspection Dates:	18 to 21 February 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1511
	Number of Emirati students	405
	Number of students of determination	38
	Largest nationality group of students	Arab
Teachers	Number of teachers	101
	Largest nationality group of teachers	Egypt
	Number of teaching assistants	15
	Teacher-student ratio	1:20
	Number of guidance counsellors	1
	Teacher turnover	54%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP, CAT4
	Accreditation	AdvancED
	National Agenda Benchmark Tests	MAP

School Journey for Al Maaref Private School (LLC)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Since the previous inspection the school has made improvements in students' progress in mathematics in the high school and in mathematics and Arabic as a first language in the elementary phase. Elsewhere, progress remains good or acceptable except in Arabic as an additional language, where it continues to be weak. Attainment in mathematics improved in the elementary school, but declined to weak in the middle school. Learning skills remain acceptable across the school.
- Students behave well and most have positive attitudes to learning. The majority shows a commitment to safe and healthy living. Students have a clear understanding of how Islamic values influence life in the UAE and are proud of their own cultures and heritages. Their knowledge of other cultures is underdeveloped. Through student-led initiatives they show their innovative, entrepreneurial and creative spirit. Attendance levels are good.

Provision for learners

- The majority of teachers places too great an emphasis upon knowledge acquisition at the expense of developing twenty-first century learning skills. Internal assessments are more closely aligned with the curriculum standards in most subjects. Teachers are beginning to use assessment information to inform their lesson planning, but their ability to meet the learning needs of students' in lessons is variable.
- The curriculum has a clear rationale and is based on the New York State Standards. Recent improvements take account of external assessment data and students' performance in classes. Some teachers modify the curriculum to meet student's needs. The curriculum engages most students and provides opportunities to promote enterprise and innovation. Extra-curricular options enhance the curriculum and support the personal, creative and social development of students.
- The school provides a very safe, secure and caring environment for staff, and students. Health and safety policies and procedures are implemented effectively and reviewed on a regular basis. The facilities are very well maintained. The school is inclusive and welcomes all students. Staff identify and plan support for students of determination. The well-being of students is prioritized and sound care and career guidance are provided for them.

Leadership and management

- The principal and senior leaders are effective and have a clear strategy of how to move the school forward. Improvement planning is based on a structured plan that is being implemented well. Parents are involved in the education of their children. Following a review, the governing body now has wider representation, with the inclusion of students, parents and teachers. The school runs smoothly on a day-to-day basis.

What the School does best:

- The principal and senior leaders are improving the school by identifying accurately the priorities for development and planning effectively for improvement.
- The school provides a safe and caring environment in which staff place the highest precedence on the care and welfare of the students.
- The personal and social development of students across the school has high priority.
- Communication with parents is effective and ensures they are involved in the education of their children and the governance of the school.
- The improvement in the quality of teaching in the high school is resulting in better progress for students.

Key Recommendations:

- Improve the quality and consistency of teaching and learning across the school to raise students' attainment and progress, especially in Arabic by:
 - making more effective use of assessment information to plan lessons that include tasks and activities that more closely meet the needs of different groups of students
 - asking more open-ended and insightful questions to develop students' critical thinking and higher-order thinking skills
 - providing better feedback to students on the standard of their work and what they need to do in order to improve
 - creating more opportunities for students to learn independently and collaboratively in groups.
- Enhance the provision for students of determination by:
 - providing better training for teachers and learning support assistants on meeting students' learning needs
 - providing more effective support in classrooms
 - monitoring more closely the progress students make in lessons
 - providing additional resources to meet the needs of students
- Improve the provision of Arabic and English library books, tablet computers, science resources and other classroom resources to help students to learn more effectively.
- Improve the effectiveness of middle leaders in enhancing students' outcomes.

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	Acceptable ↑	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Acceptable	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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable ↑	Weak ↓	Acceptable
	Progress	Acceptable	Good ↑	Acceptable	Good ↑
 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	Good ↑	Good	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	Good ↑
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	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	Good
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

School's Progression in International Assessments

is approaching expectations.

- Students' results in the Program in International Student Assessment (PISA) tests improved between 2012 and 2015 but the school did not meet any of its targets. Trends in International Mathematics and Science Study (TIMSS) results improved from 2011 to 2015 in Grades 4 and 8 in science and mathematics and exceeded the target in Grade 4. Students' Measures of Academic Progress (MAP) scores remain weak in science and very weak in mathematics, reading and language usage. Comparison of students' measured potential (CAT4) to assessment results shows that most students achieve above their potential, especially in science.

Impact of Leadership

meets expectations.

- The school's National Agenda action plan contains appropriate targets, but specified student outcomes are too broad to measure. The school uses the analyses of MAP and CAT4 data to identify gaps in students' learning. Although teachers have improved students' progress, as measured by MAP, it remains below expectations.

Impact of learning

is approaching expectations.

- The quality of teachers' questioning is variable across the school. A minority of teachers ask challenging questions that promote students' critical thinking. However, most activities for students are not open-ended, and opportunities to carry out research inside the classroom are limited. Older students carry out independent research through projects outside of the classroom.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:

- Improve students' scores on the MAP test in reading, language usage, mathematics and science.
- Ensure that students' improved progress leads to raised attainment levels.
- Provide more opportunities for students to work independently on open-ended activities.

Reading Across the Curriculum

- The appointment of a literacy coach is having a positive impact on reading across the school. Guided reading is also supporting improvements in Arabic lessons.
- Children in the Kindergarten (KG) recognize and decode simple consonant-vowel-consonant words. Only a minority of students in the upper phases demonstrate the ability to review and critique a text with confidence.
- The use of the library is starting to promote a culture of reading in Arabic and English. However, resourcing is insufficient to provide a successful library service.
- Leaders are planning to improve reading throughout the school by increasing staffing and investing in an on-line adaptive literacy program.

The school's provision for reading across the curriculum is emerging.

For development:

- Ensure that students have access to quality libraries that are well resourced and where they can enjoy reading in a stimulating environment.

UAE Social Studies

- The UAE social studies curriculum is planned effectively and meets the needs of all learners including Emirati students. In most classes, a wide range of modern resources is used to support teaching.
- In most classes, students consistently share their knowledge and understanding with their peers. Some can carry out basic research using digital technologies to support their learning.
- In lessons, most students demonstrate knowledge, skills and understanding that are in line with the curriculum standards.
- Internal assessment information indicates that most students make expected progress in relation to their individual starting points and the curriculum standards.

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

Innovation

- In lessons, students have limited opportunities to demonstrate innovation, creativity, critical thinking, and problem-solving.
- Older students participate actively in a Business Week, marketing and advertising their innovative ideas.
- In some mathematics lessons, teachers provide activities that promote innovative thinking and the application of knowledge and skills, but this is not a regular feature in other subjects.
- Extra-curricular activities and project work provide some opportunities, especially in science, for students to develop their innovative and entrepreneurial skills.
- Senior leaders are encouraging the development of innovation across the school and are adopting a sensible measured approach in doing so.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The attainment levels of all students remain the same as last year. Although internal assessments indicate very good levels of attainment, this is not reflected in students' work in lessons and over-time. Arabic native speakers are making slightly better progress than that of non-Arab students.
- Students have adequate knowledge and understanding of the key elements of the Islamic faith such as worship, Seerah and values. Most can read and understand the meaning of the Hadith, but they rarely support their answers with references from the Holy Qur'an or the Hadith.
- Students' memorization of the Holy Qur'an remains underdeveloped and girls show deeper understanding of Islamic values, Seerah and Fiqh than boys. The quality of students' written work is variable and there are only a few examples of independent work.

For development:

- Improve the accuracy of internal assessments to ensure that the information provides a realistic picture of the attainment levels of all students
- Raise teachers' expectations and understanding of how to improve students' skills in citing the Hadith and the Holy Qur'an.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Weak	Acceptable	Acceptable
Progress	Not applicable	Acceptable ↑	Acceptable	Good

- Most students demonstrate language skills that meet the Ministry of Education (MoE) curriculum standards. High school students' reading, and comprehension skills are improving. However, the attainment levels of students in the elementary school are below acceptable standards, mainly because of weaknesses in teaching in this phase.
- Students show secure competencies in reading. Their speaking skills are less well-developed, particularly when they participate in lengthy presentations. Speaking skills are better when students are engaged in social conversations with their peers.
- The introduction of enhanced strategies for learning, which include engaging students in reading projects, such as Al Maqroaa, are starting to have positive effects on their writing skills.

For development:

- Improve students' writing skills by providing more opportunities for them to write with a clear purpose and ensure teachers provide feedback on the quality of their written work.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Weak	Acceptable	Not applicable

- The progress and attainment of elementary students are below curriculum standards when compared with their starting points. Although students' progress in the development of reading and speaking skills is better in the middle school, their attainment remains below curriculum standards, particularly in writing.
- Reading is stronger in the elementary school with students able to form short sentences consisting of common words of their choice. They are also able to follow instructions in Arabic.
- More interactive activities and the increasing use of technology in lessons are beginning to have a positive impact on students' acquisition of language skills. The focus this year is on improving reading, by ensuring that it is integrated in each lesson plan, and developing more reliable assessment criteria.

For development:

- Improve students' independent speaking skills to enable them to use the language in everyday contexts.

English

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Most children enter KG with little or no experience of English. From these starting points they make acceptable progress, particularly in speaking. Students have more opportunities in the high school to develop critical thinking and independence than in the other phases.
- The development of writing is slowed because of teachers' low expectations and the lack of opportunities for students to write for a variety of purposes. In KG, reading and spelling do not develop fast enough because of the weaknesses in children's understanding of letters and sounds.
- Improvements have been made to the standards of the teaching programs, informed by internal and external assessment information at all levels, but the impact of these changes has not been evaluated.

For development:

- Raise expectations and provide more opportunities for students to work collaboratively, and independently, placing emphasis on improving writing and redrafting their written work.
- Improve literacy in all phases by implementing a structured reading program across the school.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable ↑	Weak ↓	Acceptable
Progress	Acceptable	Good ↑	Acceptable	Good ↑

- Children in KG make steady progress, although some in KG2 confuse numbers with letters. Improved progress has led to a rise in attainment in the elementary school, but not in the high school. Low expectations and an inappropriate level of challenge affects attainment in the middle school.
- In the high school, students in the advanced mathematics courses demonstrate a good understanding of mathematical processes. However, critical thinking and problem-solving skills are at an early stage of development. In the middle school, students' number and estimation skills are insecure.
- In the middle school, there is a current emphasis on the development of basic algebraic skills. However, this is not successful because progress is slowed by weaknesses in teachers' classroom management.

For development:

- Raise attainment in all phases, particularly in the middle school, by ensuring that students are given more opportunities to develop their problem-solving skills in everyday contexts and that teachers manage classrooms effectively.

Science

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

- Across all phases, most students demonstrate knowledge and understanding of scientific concepts that are in line with curriculum standards. Although MAP results show low levels of attainment, internal assessment information and work indicate better attainment. The majority of high school students make better than expected progress towards learning objectives in lessons.
- In many lessons, especially in the lower elementary school, students' progress is often hindered by teachers' continuous talk and excessive interventions while students are working. Across the school, students' knowledge of science is stronger than their scientific skills due to the inappropriate level of work that they are given in lessons.
- The department has improved the vertical alignment of the curriculum to ensure better progression across the phases. However, the impact on students' outcomes has not been assessed.

For development:

- Provide more opportunities for students to engage in independent work that helps them to improve their scientific skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students have positive attitudes to learning and can engage in independent work for short periods of time. Learning is primarily in response to teacher-directed activities and focused on knowledge acquisition with little opportunity for self-directed learning and skill development.
- In the lower grades, students have not developed collaborative learning skills through interacting with their peers. Students have very few opportunities to take responsibility for their own learning. Consequently, they do not embed skills such as, designing and analyzing through interactive and practical learning.
- Lifelong learning skills are not being developed sufficiently well, as students have too few opportunities to investigate and experiment with their own ideas and use information technology.

For development:

- Develop a school-wide strategy for independent learning and skills development through enhanced practical learning experiences in all subjects.

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

	KG	Elementary	Middle	High
Personal development	Good	Good ↑	Good	Good ↓

- Students' behavior is appropriate, and their attitudes are mostly positive. They are usually fully engaged in learning during lessons. They willingly accept feedback from their teachers and peers. Students' attitudes towards each other and adults are mostly positive and respectful, although the harmonious atmosphere is more evident in the girls' section of the school.
- Students help each other when asked and support their peers who are students of determination. This positivity is helping to reduce the behavioral problems that used to occur in the school. The attendance rate is good.
- The majority of students show commitment to safe and healthy living and they participate in various sports. Younger students have improved their understanding of the harmful effects of bullying as a result of introducing the anti-bullying pledge agreement in all classrooms.

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

- Students have a clear understanding of how Islamic values influence life in the UAE. They are sensitive to the needs of those who are less fortunate, and are open and welcoming to visitors. They associate the values of tolerance and modesty with living harmoniously.
- Students are very knowledgeable about the culture and traditions of the UAE society and participate in UAE national celebrations. They have a clear understanding of the transformation and progress taking place in Dubai's economy and infrastructure.
- Students are proud of their own cultural heritage and are able to provide examples of similarities and differences between life in their own country and that of the UAE. However, their knowledge of other wider world cultures is underdeveloped.

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

- Most students, and especially the seniors, are willing to contribute positively and selflessly to the life of the school. Older students take on positions of leadership, presenting ideas for improvement, including many that have a charitable and positive effect on others.
- Charitable projects such as, donating gifts and books to the Red Crescent, have been successful in raising students' awareness of challenges in their community and deepening their social conscience.
- Across the school, many students are involved in competitions in the UAE. These, alongside the large number of student-led initiatives within the school, demonstrate an emerging innovative, entrepreneurial and creative spirit. Students are listened to and encouraged to make the most of all opportunities.

For development:

- Improve students' knowledge and awareness of other world cultures.

3. Teaching and assessment

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

- The quality of teaching is most effective in the high school, where teachers have more secure skills in questioning, classroom management, pace and time management.
- Generally, lessons are teacher led and with a focus on the acquisition of knowledge. This limits opportunities for critical thinking, creativity and innovation. In the most successful lessons, teachers provide more opportunities for students to engage in independent and collaborative learning activities.
- In all phases, teachers are beginning to implement differentiated strategies in their lessons. However, insufficient use is made of assessment information in planning, to modify the curriculum to meet the needs of all students, and in providing high-quality feedback to help them to improve their work. Practices of peer and self-assessment are variable and underdeveloped.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school has improved the alignment of its internal assessments with the curriculum standards in most subjects. This has resulted in a reduction in the gap between the results of internal and external assessments.
- Although assessment information is more accessible to teachers, the use of this information to plan lessons that meet individual students' needs is still variable. The school is beginning to use the information to track more carefully the progress of individuals and groups of students.
- There is a better understanding of the use of assessment to identify gaps in students' learning. This underpins new initiatives such as the literacy-based electives in the high school, which are helping to improve students' reading skills.

For development:

- Improve teaching by ensuring that all teachers make better use of assessment information to provide tasks that meet students' different learning needs.

4. Curriculum

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

- The curriculum has a clear rational and is primarily based on the New York State Standards. It is well-planned and ensures that there is coherence and some continuity across grade levels. However, the embedding of curriculum standards in each subject is still developing.
- Curriculum improvements over the past year are increasingly informed by external assessment information and on-going reflection on student performance in lessons. Some teachers use the outcomes of assessments to adapt units and lessons on an ongoing basis in order to meet curriculum standards.
- Opportunities for students to engage in critical thinking, creativity and choice of course options are underdeveloped in the current curriculum.
- Moral education is fully compliant with curriculum requirements. It is taught in English at all levels, with good progression in learning through the grade levels.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Some individual teachers effectively modify the curriculum to meet students' needs. However, this does not happen consistently in all lessons and as a result, the curriculum does not always support students of all abilities, including students of determination.
- The curriculum engages most students and provides some activities which promote enterprise, and innovation. Extra-curricular options present opportunities for enhancement of the curriculum and support the personal, creative and social development of students.
- The social studies lessons, and participation in a variety of school events, have helped students to establish a stronger understanding of the Emirati culture and heritage. A majority of teachers regularly integrate elements of UAE society effectively into learning activities.
- Arabic is taught in KG for one lesson of 40 minutes each day.

For development:

- Fully embed the curriculum standards in lesson plans and ensure that they are implemented and reflected in students' work.
- Ensure that adaptations to the curriculum and lesson activities meet the diverse needs of all students.

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

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

- The school has updated and trained all adults in its child protection policy and procedures. Training is provided for staff and parents, together with an additional program for parents to raise their awareness. There are clear guidelines for students' behavior and support for anti-bullying initiatives.
- All school maintenance, cleaning, technology infrastructure and facilities are out-sourced to professional licensed contractors who carry out regular, documented inspections of the site. The school clinic is suitably staffed and plays an integral role in supporting student well-being.
- School arrivals and departures, including the dismissal from KG, are safe and carefully designed. However, insufficient security checks are provided on parents entering parts of the school.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Effective school practices promote positive behavior and a caring environment across the school. Staff-student relationships are mutually respectful. Attendance and punctuality to school are accurately recorded and monitored, but not all high school students are punctual at the start of lessons.
- The school is inclusive and welcomes all students. It uses established processes to identify and plan effective support for students of determination. A formal system for identifying and supporting students with gifts and talents is still developing.
- A wellness committee oversees a whole school program which ensures student welfare and support. A career guidance counselor provides essential advice and support for high school students in identifying career goals, choosing electives and applying for university.

For development:

- Review security procedures for admitting parents into the school.
- Formalize the processes for identifying and supporting students with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- The school is inclusive and enrolls students with a range of special educational needs. The inclusion team drive improvements in the school. The two governors of inclusion provide effective support.
- Assessment, observations and professional reports are used to identify the needs of most students at entry. However, the identification process does not always provide sufficient and accurate information to guide interventions. Successful procedures in KG ensure that children receive early support.
- Parents are invited to planning meetings early in the school year and contribute to their children's plans. However, they do not receive sufficient feedback on their children's achievements, and feel that a greater emphasis on the development of social and communication skills would support them more effectively.
- Learning support teachers provide effective interventions for students in the resource rooms. In-class support is less effective because of the lack of collaborative planning between assistants, teachers and specialists. Such support sometimes focuses on task completion rather than promoting understanding and independent learning.
- Assessment information is used to inform teaching. Academic progress for most students is in line with expectations. Students in the middle and high school phases are aware of their education plans and make a contribution to their development.

For development:

- Facilitate the collaborative planning of in-class support for students of determination.

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

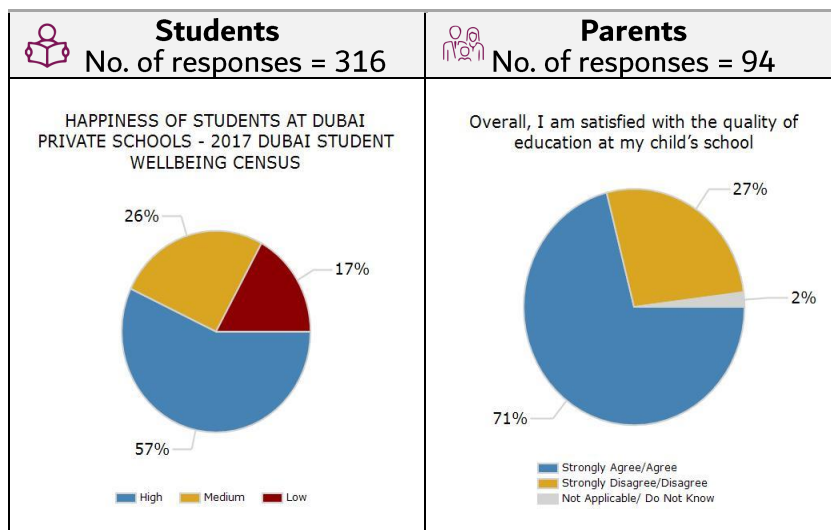
- The principal and senior leaders are committed to the UAE National Agenda and share the school's inclusive vision. Leadership is shared effectively among senior leaders, who have a secure knowledge of the curriculum and best educational practice. They are taking appropriate steps to improve the school. Middle leaders are developing their roles and skills as leaders, but do not make a significant impact on their areas of work. Relationships and communication between senior leaders and teachers are secure.
- The school's self-evaluation procedures enable senior leaders and teachers to know the school's main strengths and areas for development. Senior leaders use learning walks to monitor the quality of teaching, learning and student outcomes. Although they have an accurate picture of the quality of teaching and learning, their judgements and understanding of students' achievements are not as accurate. Improvement planning, based on a very good plan, is beginning to improve aspects of leadership, the curriculum, assessment and teaching and learning.
- Parents report that the school openly engages them as partners in their children's education. They are appropriately represented on the board of governors, and they state that their views are considered when policy decisions are made. Good communication systems are in place in the school. Reporting on academic, social and personal development is carried out regularly. Parents occasionally collaborate with the school by making social contributions to local and national charities.
- The governing body has been reformed recently and now includes students, parents and teachers as well as representatives of the owner. It holds the school to account through regular reports from the principal. Recent investments have been made in appointing new teachers and in improving the school's IT infrastructure. However, the budget is not sufficient to meet the learning needs of all students. The impact of the new governing body has not been evaluated.
- The school runs smoothly on a day-to-day basis and makes efficient use of learning time. Recent appointments of qualified staff, including a new literacy coach, are starting to have an impact on the school's work. All staff benefit from an appropriate professional training program that is leading to improvements in teaching and learning. However, the library facilities and resources are insufficient to enhance students' learning. The accommodation for Islamic education and Arabic as an additional language is not appropriate.

For development:

- Develop the roles and effectiveness of middle leaders.
- Provide more suitable facilities to support teaching and learning in Islamic education and Arabic.

The View of parents and senior students

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



 Students	On most measures of social and emotional well-being, relationships and learning in school and at home, the response of students in the 2017 survey was less positive than the corresponding data for similar students in Dubai. Girls were more positive than boys on most measures. Bullying appeared to be an issue in this survey, but students did not express concerns during the inspection.
 Parents	A large majority of parents who responded to the survey are satisfied with the quality of education provided by the school. Most think their children are happy in school, have developed effective learning skills and have positive relationships with most of their teachers. Approximately one quarter of parents think that bullying is an issue in the school. Again, inspectors did not concur with this view.

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