

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

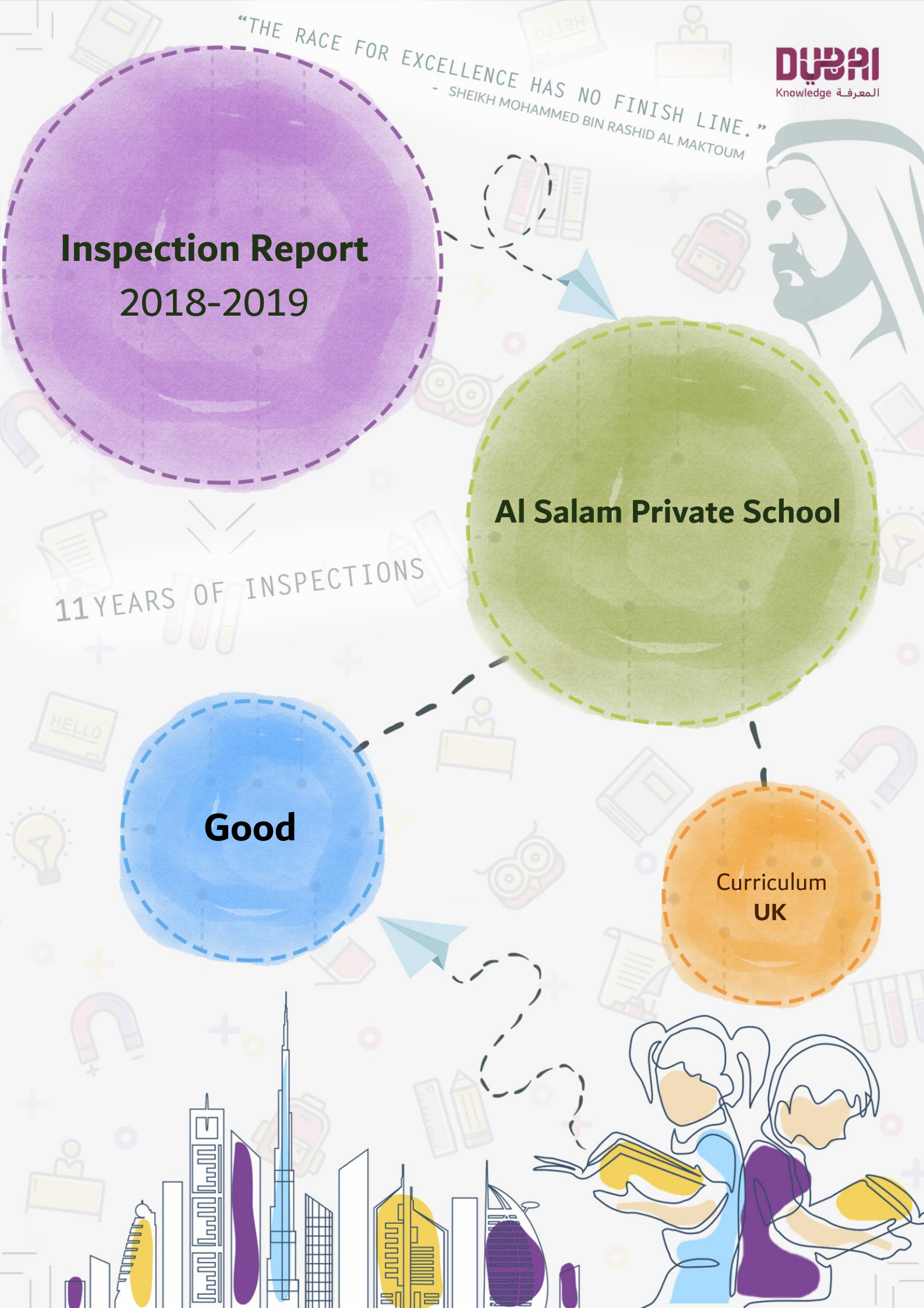
Inspection Report 2018-2019

Al Salam Private School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



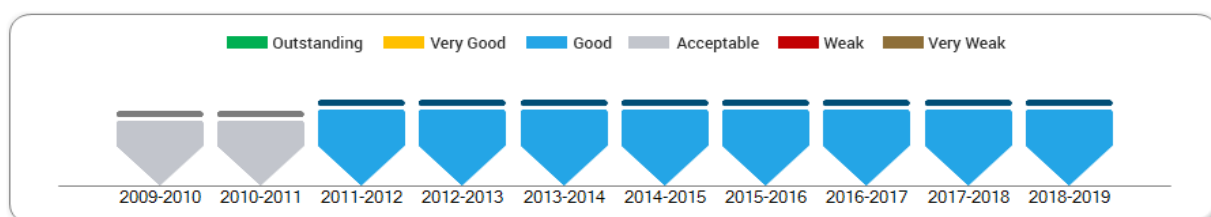
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School Information

General Information	Location	Al Nahda
	Opening year of School	1988
	Website	www.alsalamschool.ae
	Telephone	0097142679594
	Principal	Kausor Amin Ali
	Principal - Date appointed	9/1/2017
	Language of Instruction	English
	Inspection Dates:	12 to 15 November 2018
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	1266
	Number of Emirati students	213
	Number of students of determination	174
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	81
	Largest nationality group of teachers	Indian
	Number of teaching assistants	27
	Teacher-student ratio	1:16
	Number of guidance counsellors	5
	Teacher turnover	9%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Cambridge Checkpoint; IGCSE; AS, A-levels
	Accreditation	NA
	National Agenda Benchmark Tests	GL- PTE, PTM, PTS; CAT4

School Journey for Al Salam Private School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In primary, attainment and progress in Islamic education and attainment in English and mathematics are all acceptable because of the inconsistencies in the quality of teaching. Student achievement in the senior phases is at least good in key subjects applicable to that phase. Across the school students are keen to learn, so that by the time they are in secondary, their critical thinking and independent research skills are very good.
- The personal and social development of students is central to the school's ethos enabling them to have positive attitudes towards each other and their community. By the time they reach the senior phases this development is outstanding. Their understanding of Islamic values and social responsibilities towards others and the environment remain at a high standard across the school.

Provision for learners

- The quality of teaching is consistently good across all phases and in most subject areas. However, variations in practice have led to a decline in its effectiveness in secondary and in Islamic education in the primary phase. Assessment data now provides teachers with a clearer understanding of student capability. Its application for learning is more effectively applied in the secondary phase than in the rest of the school.
- The curriculum is well designed to support progression in learning across most phases of the school, although there is still developmental work to be achieved between Early Years Foundation Stage (EYFS) and the lower primary phase. A range of curriculum options provides students of all abilities with the opportunity to leave the school with meaningful qualifications. Effective curriculum adaptations enable students to make the best possible progress in their learning.
- The safety, protection and happiness of students is at the heart of the school's provision. Support and care for all students, including students of determination, continues to be very good across the school. In the secondary phase, students are provided with excellent support and guidance in making choices for their future lives.

Leadership and management

- Leaders are ambitious in the drive for improvement but criteria for evaluating the success of school actions and improvements are too generous. Although the monitoring of teacher performance is sound, it has not addressed the inconsistencies in the quality of teaching in the school. Governors have not challenged the school appropriately regarding the rate of improvement in Islamic education in primary. The increased numbers of adults in some primary classes are not effectively deployed.

What the School does Best:

- Students' effective personal and social development in all phases of the school
- The school's strong results in IGCSE
- The inclusive and caring ethos to support students of determination
- The use and application of technology to improve learning skills

Key Recommendations:

- Improve school self-evaluation by:
 - ensuring that senior leaders are monitoring plans, evaluating students' classroom experiences, tracking students' attainment and evaluating their progress towards meeting agreed targets
 - maintaining an appropriate pace of change when implementing the improvement plan and monitoring and evaluating progress.
- Improve teaching and learning throughout the school by:
 - using assessment data to plan lessons and measure students' progress accurately for all groups, irrespective of ability
 - ensuring all leaders monitor students' learning outcomes to provide a consistent and verifiable measure of progress as they move through the school
 - providing appropriate levels of challenge to match the different abilities of students.
- In primary, improve attainment and progress in Islamic education and attainment in English and mathematics.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Acceptable ↓	Very good	Not applicable
	Progress	Good	Good	Very good	Not applicable
 Mathematics	Attainment	Good	Acceptable ↓	Very good	Good
	Progress	Good	Good	Very good	Good
 Science	Attainment	Good	Good	Very good ↑	Good ↓
	Progress	Good	Good	Very good	Very good
Learning skills		Good	Good	Very good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good ↓	Good
Assessment	Good	Good	Very good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	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

	Foundation Stage	Primary	Secondary	Post-16
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	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter



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

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

Registration requirements

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).

Schools Progression in International Assessments

meets expectations

- The PISA scores missed the 2015 target by a considerable margin, with scores declining in all subjects over successive assessments. When comparing PISA to PBTS, there is a decline in scores in reading and science but a slight improvement in mathematics. The results in TIMSS are above the centre point for the international cohort with a strong improvement in both science and mathematics, particularly in science in Grade 8. N.A.P results remain acceptable for English and mathematics, and good for science. When comparing N.A.P. student outcomes against measured academic potential, there is a positive gap in all subjects, which suggests that students are exceeding their potential.

Impact of Leadership

meets expectations

- From the analysis of assessment, leaders have developed an action plan to promote increased levels of challenge in lessons. There is limited evidence that CAT4 data is being used to support learning, with the exception of students with lower scores. The use of technology including, Google classrooms, is helping to develop students' interest and skills.

Impact of Learning

meets expectations

- The quality of critical thinking improves as students move to the senior phase of the school. In English, students have opportunities to work on tasks which promote reflection and analysis. In mathematics, they are able to support their conclusions with greater clarity. The use of technology in lessons is providing more occasions for students to become independent learners.

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

For development:

- Improve students' progress in N.A.P. assessment in all subjects, particularly in English and mathematics.
- Monitor the effectiveness of all tracking data to ensure validity and reliability.
- Increase opportunities for the use of technologies across all phases to enhance students' inquiry and research skills.

Reading Across the Curriculum

- External benchmark data indicates a consistent improvement in students' achievement in reading over time.
- 'Readtheory' online resources systematically develop students' abilities to extract and apply information. This has been particularly effectively in mathematics and science when reading unfamiliar texts.
- The librarian liaises with English teachers to promote reading through the library for primary students. Initiatives to address cross-curricular reading with other subject teachers are limited.
- Leaders have begun to understand the importance of reading across the curriculum. The approach is heavily English-focused, with some collaboration with teachers of Arabic. Strategic planning and application of reading levels for improvement is underdeveloped.

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For development:

- Develop existing cross-curricular reading initiatives to include all subject teachers.
- Strengthen the understanding of students' attainment through the active measurement of reading levels linked to students' CAT 4 verbal reasoning scores.

UAE Social Studies

- The UAE social studies curriculum is successfully augmented with additional humanities elements which add interest to the study units.
- Students work with enjoyment and enthusiasm in lessons, collaborate well in groups and show swiftly developing research and critical thinking skills.
- Assessment of attainment for the past year, analysis of lessons and recent work, indicate a majority of students attain levels that are above curriculum standards of UAE social studies.
- Students make better than expected progress in relation to their individual starting points because they are enthusiastically engaged in almost all lessons and enjoy their studies.

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

Innovation

- Students are reflective, and increasingly independent learners, most noticeably in secondary and post-16. They use technology for research and can apply critical thinking to problem solving activities.
- Students make many contributions to exhibitions and science fairs. Unique projects, such as, the controlled speed cycle, and reserving the use of electricity, are initiated by students.
- Teachers provide students with advanced ways to use technology. Good use is made of laptops and the school's online to develop their research skills.
- The curriculum provides many opportunities for students to develop and apply their skills of innovation.
- Leaders show their commitment in promoting an innovative culture by providing more creative opportunities for staff and students to explore and find things out for themselves.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Good	Good
Progress	Not applicable	Acceptable	Good	Good

- Students in primary perform less well than in other phases because teaching does not provide opportunities for them to be interactive. In lessons for non-Muslims, and in secondary and post-16, students make better progress because of stronger teaching.
- Across the school, the skills of Atjweed are under developed, although students do have a better understanding of general Islamic teachings. In primary, students' knowledge about the Sunnah is limited. Senior students have a secure understanding of stories of the Seera of the Prophet Mohammed, (PBUH).
- Since the last inspection, the department has been addressing its development targets with success. However, too few lessons are still not related to real life situations, which prevents complete understanding. Assessment procedures are still not sufficiently robust to track progress effectively.

For development:

- Produce more detailed departmental action plans based on the analysis of data.
- Monitor lessons and then provide suitable professional development to address areas for development.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- The majority of students attains levels above curriculum standards. However, progress in lessons is inconsistent in secondary and post-16. Students are always engaged in learning when they are challenged. Students of determination make acceptable progress due to the support provided by teachers and their peers.
- Students show secure ability in all the language skills, but the use of intervention in English is still required when speaking Arabic. Their written work has improved over time because of practice and the impact of greater application of reading. Secondary students are stronger in all of the four language skills.
- Reading projects are introduced carefully with daily reading providing opportunities for students to practise their speaking skills. These improvements are having a positive impact on the overall quality of students' written work. Greater use of technology is making learning more interesting for all students.

For development:

- Improve student attainment by developing teaching strategies that aim to engage them more actively in their learning.
- Raise achievement by increasing the opportunities for students to develop all language skills further, especially speaking and listening.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- In comparison to their starting points the majority of students make better than expected progress. Students are positively engaged and show an interest in what they are learning. Their internal examination results, lessons and written work accurately reflect the standards that they have attained.
- Speaking skills are improving with students confident in using common words and speaking in short sentences. Skills in reading, listening and writing descriptive passages, are developing well too.
- Students make better progress in lessons where teaching is interesting and enjoyable. However, this is inconsistent. Insufficient reference is made to regular, common words for everyday living to enhance students' progress.

For development:

- Improve lesson planning to incorporate more realistic objectives, discussions and greater opportunities for all students to take an active role in lessons.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Very good	Not applicable
Progress	Good	Good	Very good	Not applicable

- Secondary students achieve excellent results in IGCSE and Cambridge checkpoint English examinations, but outcomes for external and internal tests in the primary and lower secondary phases are weaker. Progress in primary is good because students develop a strong understanding and application of language overtime.
- The development of students' abilities to think and interpret critically, is improving significantly throughout the school. By the time they reach Year 9, students are articulate speakers who are able to express intelligent opinions and argue persuasively in discussions.
- Almost all children start Foundation Stage (FS) by learning English, as an additional language, and their speaking and listening skills develop rapidly. They attain standards that are above age-related curricular standards in reading and writing. In Years 1 to 3, however, these standards decline.

For development:

- Improve students' attainment and raise standards for English in reading and writing in the first three years of the primary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Very good	Good
Progress	Good	Good	Very good	Good

- In the FS children develop mathematical skills that are above age-related expectations. There is a strong focus on number and by FS2, the majority of children understand and extend their work on shape, space and measurement.
- In primary, external benchmark data do not match attainment as indicated by internal assessment. A new initiative, to learn mathematics through an integrated approach, has started but more time is required before the impact on students' outcomes can be measured.
- In the senior school, students are skilled in explaining their reasoning and in setting out mathematical solutions to well-designed activities. Their strong learning skills support the high attainment and progress levels in internal and external examinations. Students' problem-solving skills linked to real life situations are underdeveloped.

For development:

- Improve attainment and progress in all phases, by ensuring that students are consistently challenged with activities that link their learning of mathematics to real life situations.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Very good ↑	Good ↓
Progress	Good	Good	Very good	Very good

- Children in the FS have a wide subject knowledge. They ask questions, are intrigued about changes and why they happen, for example, when water is added to flour. In primary, students build on earlier work and conduct simple investigations.
- Scientific understanding in lower primary is more limited, but steadily improves as they move through this phase. In the senior school, most students express their understanding well, and can challenge and question each other, when given the opportunities to do so.
- The quality of investigative work is often good but sometimes hindered by teacher interference. Work is usually challenging, but occasionally assessment information is not used well enough to meet all learning needs. Technology is used regularly and effectively by students to support their learning.

For development:

- Increase the opportunities for investigation and the development of critical thinking, and enable students to justify and explain their understanding.
- Ensure there is sufficient depth of study and challenge for students in lower primary.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good	Very good

- Students collaborate well, and in the best lessons challenge and question each other. They evaluate their own and other students' work. Where there are opportunities for investigative work their critical thinking skills develop well. In discussion, they can explain their understanding and knowledge extremely well.
- In the FS, the majority of children show responsibility in choosing what they will learn next. They work well both independently and in small groups. They ask questions and look for ways to find out for themselves.
- Students use computers readily for research, for homework, and to prepare for upcoming lessons. They enjoy reading and see books as a valuable resource to support learning. Where learning is strong, students use a wide range of resources and look for applications in real life.

For development:

- Ensure students have regular opportunities to develop their enquiry and critical thinking skills and, in the lower phases, to use technology to support learning.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding

- Students' personal development from the FS to post-16 is a strength of the school. In FS and primary, children and students take increasing responsibility for the decisions they make. Students in the older classes are confident, conscientious and self-reliant.
- Students develop a very good understanding of the importance of maintaining a healthy lifestyle. They respond very well indeed to opportunities to engage in the school's promotion of healthy eating and physical activities, as part of the life-style choices they make.
- Respect for others, highly positive attitudes to learning and self-discipline, are features of the students' conduct in school. Students are hard-working, enthusiastic and supportive of each other. Their generosity of spirit reflects the inclusive ethos which permeates the school.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students' understanding, and appreciation of Islamic values are exemplary. Across the school, students can explain how and why these values are important for contemporary life in the UAE.
- Students have a deep knowledge of the culture and heritage of the UAE and are able to relate the story of the country and how its various leaders have helped to shape its modern-day life.
- Students have an excellent knowledge and understanding of their own culture and those of other cultures in the world. For example, in primary they can cite the names of capital cities in Europe and discuss their associated traditions.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students are active and committed to their school. They initiate projects to support the community, such as, the Box-Up project. They organise activities to support other nations in facing crises for example, Kerala through the Red Crescent.
- A very positive work ethic is evident in all phases of the school. Senior students initiate many projects, for example, in helping medical centres and understanding the impact that their success has on others. Students are innovative and entrepreneurial in the way they earn money and profit out of their projects.
- Environmental awareness is a strong feature of the school, with students actively engaged in projects, such as, making a poster from recycled items and planting the vertical garden. Younger students' awareness is age-appropriate and limited to more simple projects and contributions.

For development:

- Enhance younger students' awareness about environmental sustainability and innovation.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good ↓	Good

- In most lessons across the school, teachers use what they know about students' performance and potential to plan work to meet learning needs. While this is improving, it is not always consistent and therefore work is not always sufficiently challenging.
- Teachers' subject knowledge is consistently strong. Questioning is mostly searching, challenging students' understanding and encouraging them to explain their understanding and knowledge in detail. This is less well-developed in lower primary classes and secondary this year.
- Critical thinking and enquiry approaches are improving and well-established in most subjects, notably English. Teachers encourage the use of technology and other resources, so that students carry out research, present and prepare their own work to record what they have learned.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Very good	Good

- In the FS, formative assessment is carried out on a regular basis and is now consistent with the rest of the school. This is leading to better tracking of progress over time.
- Across other phases, internal assessments and grading systems align well with Cambridge and EdExcel examination requirements. Students perform well in internal assessments but international benchmark assessments do not confirm the same level of attainment. This is particularly evident in mathematics and science in primary.
- Leaders have invested in acquiring systems that allow them to analyse data, set individual targets for students, and track progress against curriculum standards. However, too many teachers across all subjects, do not make full use of data, including CAT4, to plan lessons to match the learning needs of all students.

For development:

- Ensure that all teachers make full use of assessment data to plan and differentiate teaching more effectively for all groups of students.
- Develop further the full use of CAT4 data to support target setting and the tracking of student progress.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Very good	Very good

- The FS curriculum is successful in supporting the progress of children's learning needs and personal development and leading to a good level of achievement. IGCSE and post-16 options have increased students' choice of academic subjects.
- Cross-curricular links are strong across most phases and, in most subjects, teachers encourage students to link their learning to the real world, and UAE society. Regular reviews of the curriculum ensure that there are frequent modifications to meet students' needs.
- In Years 1 and 2 the Skills, Knowledge, Inquiry Project (SKIP) ensures that students make links between different areas of learning. However, this newly-introduced curriculum has not yet enabled a smooth continuity and progression of standards from FS to the lower primary phase.
- Moral education is taught each week in two 30-minute, stand-alone lessons to Years 2-10, by form tutors.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- In all phases, curriculum adaptation is providing a varied and stimulating range of learning experiences. Extensive use of online devices is making research readily available in the classroom and promoting independent learning and critical thinking.
- The curriculum is enriched with the Skills, Knowledge, Inquiry Project (SKIP), Global Perspectives and work with charities. In addition, well-supported events such as National Day, and International Day, are helping to develop a clear understanding of UAE values, culture and society.
- Curriculum adaptations are challenging and meet the needs of most students, including students of determination. Additional reading interventions, such as Reading Dogs, give confidence and stimulate students who find engagement difficult.
- Arabic is taught in the FS.

For Development:

- Improve the monitoring of the Skills, Knowledge, Inquiry Project (SKIP) curriculum to ensure that transition from FS to lower primary provides effective progression and raises standards in English and mathematics.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school is a safe and secure environment for all students. Arrangements for child protection and safeguarding ensure that staff are well trained for their roles.
- Despite its age the premises are well-maintained with rigorous procedures in place to monitor the site and eliminate potential hazards. Transportation arrangements, fire drills and student records are meticulously logged and securely maintained.
- Excellent medical services, a vigorous health and safety programme, and ongoing anti-bullying initiatives, contribute significantly towards a secure and happy environment.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- The strong caring family ethos, based upon very positive and respectful relationships at all levels, is greatly respected by students, parents and all staff. Children and students love school, but attendance levels overall are only good. Often, sporadic family-related absences mean some students lose important learning time despite the school's best endeavours.
- Students of determination are identified quickly and accurately by specialist staff and a range of appropriate supportive measures are put in place to help them. A generous level of specialist support for students of determination is provided, but the quality of this support is variable. Staff training initiatives have not yet been effectively monitored.
- The guidance and support available at all levels, especially for senior students choosing future pathways after school, is of a high quality.

For development:

- Ensure continuous rigour in maintaining the older parts of the site, in order to eliminate potential hazards, due to age and increased use.
- Review the deployment and training of specialist inclusion support staff.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- Leaders and managers at all levels are committed to the fully inclusive ethos of the school and the inclusion leaders provide a close and committed professional team.
- Students' learning needs are identified quickly and with increasing accuracy, and the number of students benefiting from the school's very good support has grown considerably.
- Parents greatly value the regular information they receive about their children's progress and development and the guidance they are given to support their children at home.
- New inclusion initiatives are being integrated into the school and are enhanced by professional development for staff. However, the impact of these initiatives is variable and not closely monitored.
- Overall, from their individual starting points, students of determination make very good progress. However, in lessons progress is variable and dependent on the effective deployment of skilled learning support staff.

For Development:

- Review the deployment of learning support staff to ensure their effective allocation across the school.
- Monitor the effectiveness of new initiatives in the curriculum, resources and training to ensure that they are promoting improved outcomes for students of determination.

6. Leadership and management

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

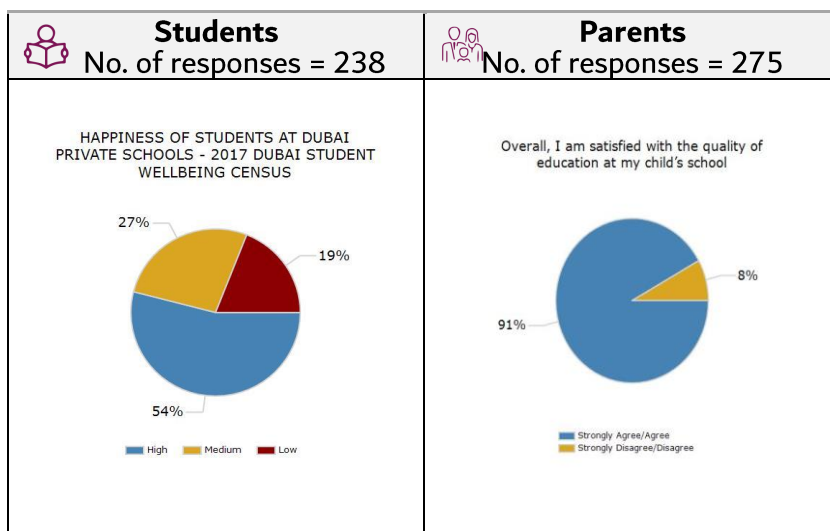
- The principal has made a positive start to providing leadership and promoting school improvement. He is ambitious and wants to deliver the best possible practice in establishing a positive learning culture and maintaining the high standards of students' personal development. Morale throughout the school is positive. Leaders know what needs to be improved and have made appropriate changes, but more time is needed for these changes to have a positive impact on student outcomes.
- School leaders apply a range of approaches, including the views of stakeholders, in gathering information and evaluating the school's performance. There has been some improvement in data analysis, although further work in using data to plan appropriate lessons is required. Senior leaders have worked hard with staff to improve the quality of lesson observations, but there remain inconsistencies across all phases. Improvement plans are beginning to have some impact on outcomes but not enough to raise standards.
- Regular opportunities are provided for parents to be actively involved in many aspects of school life. Their views are fully considered when making decisions and setting priorities. Parents are well-informed about their children's learning and development through various channels of communication. Reports clearly and accurately convey all relevant aspects of achievements, areas for improvement and next steps in learning. There are strong and purposeful links with international and national communities, and with schools locally.
- Through wide representation of all stakeholders and information gathering, the governing board has an in-depth knowledge of the school. They are working closely with school leaders to challenge and support and contribute effectively to the school's systems of self-evaluation. Governors understand that the plans for the new school building are challenging and ambitious, but believe that they will help to promote the school as a place where students have the opportunity to thrive.
- The school is well-organised and efficiently managed. Most teachers are well-qualified, and the majority has a good knowledge of their subjects and how to teach them. The school's professional development programme is enabling teachers to make a positive start with the application of new technology. However, their skills in its use are underdeveloped. The numbers of additional staff in classrooms supports inclusion, although this is sometimes detrimental to the pace of learning.

For Development:

- Manage the pace of change to ensure greater consistency of teaching and learning.
- Moderate the numbers of adults in classrooms, especially in the primary phase.

The View of parents and students

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



 Students	The majority of students say that they are happy with their school and their lives in general. They feel safe in school and have good relationships with their teachers. They believe that they are hardworking and always try to finish their homework. All students say that they feel valued by the school community.
 Parents	All parents say that their children are cheerful and positive about their future lives. They agree that their children feel part of a group of friends who are supportive of each other. A significant number of parents have concerns about their children receiving too much screen time now that the use of computers has increased.

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