



**Al Shurooq Private
School**

 Curriculum: MOE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion	22
6. Leadership and management	22
The views of parents, teachers and senior students	26



School information



General information

Location	Jumeirah First
Type of school	Private
Opening year of school	1986
Website	www.shoruq.sch.ae
Telephone	043442026
Address	Al Wasel Road P.O. BOX 11656
Principal	Haleema Karout
Language of instruction	Arabic
Inspection dates	13 to16 February 2017

Teachers / Support staff

Number of teachers	146
Largest nationality group of teachers	Jordanian
Number of teaching assistants	26
Teacher-student ratio	1:14
Number of guidance counsellors	5
Teacher turnover	48%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2116
Number of children in pre-kindergarten	0
Number of Emirati students	589
Number of students with SEND	88
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	MOE
Main curriculum	MOE
External tests and examinations	UAE NAP, CAT4
Accreditation	Not Applicable
National Agenda benchmark tests	UAE NAP, CAT4



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.

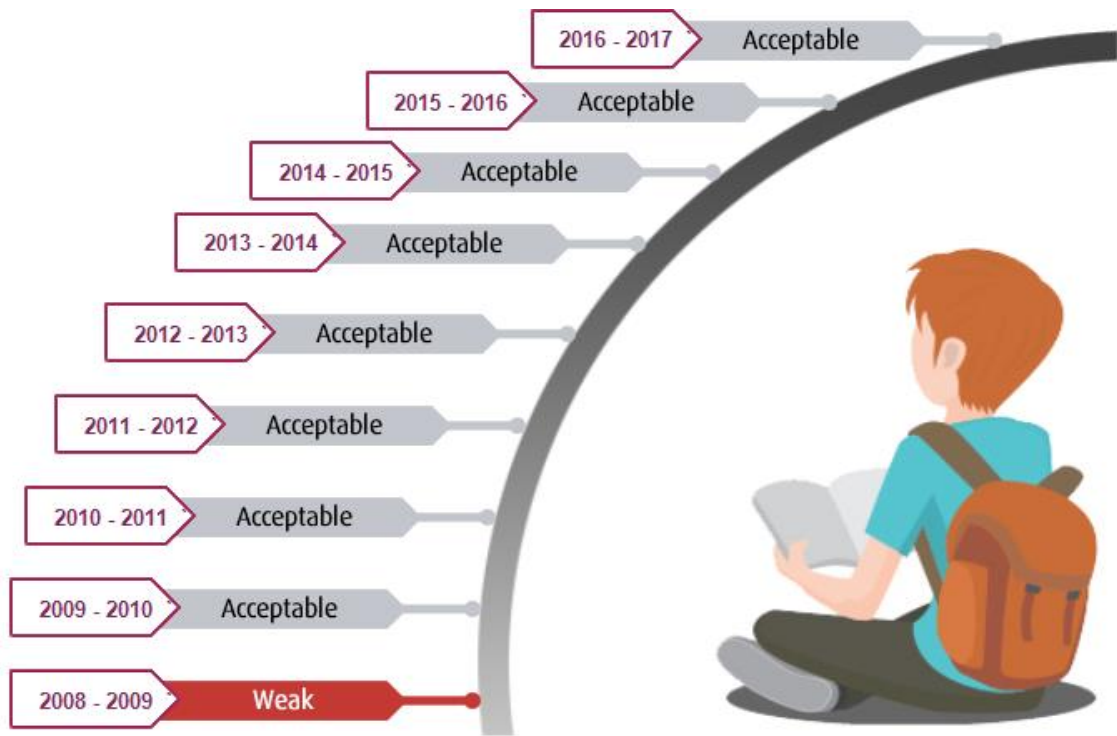
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Al Shurooq Private School



- The school opened in 1986 and is located in Jumeirah. The current principal had been in post for 14 days at the start of the inspection. Student numbers have decreased by 3 per cent since the previous year, and 515 new students were admitted this year.
- Previous inspection reports identified strengths in the progress made by students in Islamic education, especially in the lower grade levels, and students' understanding of Islamic values. Consistently, students have demonstrated very good personal and social development, and their behaviour and attitudes have been mostly positive.
- Recommendations in previous inspection reports have focused on addressing assessment processes and their use and impact on improving the quality of teaching. Improving students' attainment and progress has been a recurring recommendation, particularly in Cycle 1, where the needs of students have not been adequately met. Curriculum continuity has been an area of consistent concern.

Summary of inspection findings 2016-2017



Al Shurooq Private School was inspected by DSIB from 13 to 16 February 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the Kindergarten (KG), attainment and progress are acceptable in mathematics and science. In English, Arabic and Islamic education progress is good. Throughout the school, attainment and progress are at least acceptable in Islamic education, Arabic, English, mathematics and science. However, in Cycle 3 they are good in mathematics and Islamic education. Learning skills are acceptable in the KG and Cycle 1, and good in Cycles, 2 and 3.
- All students show at least a good level of personal development. Their understanding of Islamic values and awareness of Emirati and world cultures are good in Cycles 1 and 2 and very good in the KG and Cycle 3. Students' responsibility towards the community and the environment is good and very good in Cycle 3.
- The quality of teaching is acceptable in the KG, Cycles 1 and 2, and good in Cycle 3. Assessment is acceptable across the school. Teaching and assessment practices have enabled students to make acceptable or better progress in the subjects.
- Curriculum design, implementation, and adaptation are acceptable in all phases. Curriculum design and implementation has dropped from good to acceptable in the KG because the curriculum has not provided children with sufficient choices to meet their needs.
- Health and safety is acceptable and the quality of support provided for students is good across the school. Students are kept safe on school premises and school transport and receive effective support during their educational journey.
- Leadership and the school's self-evaluation are acceptable. Links with parents and the community are good, whilst the governance of the school is acceptable. Management of staffing, facilities and resources is of an acceptable quality.

What the school does best

- Students' good achievement in Islamic education
- Students' very good attitudes, relationships and attendance in Cycle 3
- Students' very good social responsibility and innovation in Cycle 3
- Students' very good understanding of Islamic values in the KG and Cycle 3.

Recommendations

- Improve health and safety procedures in the school by:
 - embedding procedures for fire evacuation
 - regularly communicating the school's safeguarding policy to all parents, staff and students.
- Improve assessment processes by:
 - obtaining valid and reliable internal and external data on students' performance
 - analysing assessment information to monitor progress for individuals and groups of students
 - using this information to influence teaching and curriculum review
 - establishing effective systems to enable students to track their own progress through self-assessment and constructive teacher feedback.
- Improve students' attainment and progress in the key subjects by:
 - establishing effective monitoring of teaching that focuses on students' outcomes
 - investing in structured teacher professional development that is linked to effective performance management.
- Refocus the key responsibilities of leadership by:
 - detailing, documenting, and communicating clear lines of accountability
 - ensuring that all leaders concentrate on students' academic progress as well as their personal and social development
 - including systematic processes for gathering feedback from parents, teachers and students to inform decision-making.

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:

- Attainment based on National Agenda Benchmark tests meets expectations in mathematics, English and Science.
- The school meets the registration requirements for the National Agenda Parameter.
- External benchmarking is not well-developed or embedded into the assessment framework. The school is in the early stages of analysing its CAT 4 data. Although the UAE NAP test data has been analysed, the school has not used the analysis to validate its internal assessments.
- The school has adjusted the curriculum following gap analysis of TIMSS and PISA 2012 results, particularly in mathematics and science. The school uses new textbooks which align better with TIMSS and PISA requirements. The school schedules enrichment sessions to provide opportunities for students to experience TIMSS-type questions.
- The school is focusing on increasing enquiry in lessons and improving teachers' questioning techniques. Students get opportunities for critical thinking and independent work. In some lessons, questioning checks both knowledge and reasoning, but this is not a consistent feature in all lessons.
- Students are not aware of what international tests mean to them in terms of their achievements and how they are compared to international expectations. Students' skills of research, analysis and evaluation are not fully developed.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- Students follow curriculum programmes in design, technology, innovation and creativity. They can use technologies in a dedicated room, which contains equipment for robotics and computer-aided design. Grade 11 girls demonstrate innovation in constructing solar panels outside their classroom, which provide power for lighting inside the room. Teachers introduce elements of the science, technology, engineering and mathematics (STEM) curriculum to promote an integrated approach to the key skills of prediction, experimentation, data analysis and drawing conclusions. School leaders do not have a school-wide vision to promote a culture of innovation.

Overall school performance

Acceptable

1 Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good ↓	Good ↓	Good	Good
Arabic as a first language 	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Arabic as an additional language 	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	Good	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable ↓	Good	Good

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Very good
Social responsibility and innovation skills	Good	Good	Good	Very good ↑

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↓	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
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	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Good	Good 
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, the majority of children memorise recite short Surahs from the Holy Qur'an and the sayings of the Prophet (PBUH). They demonstrate good understanding of the simple prescribed Qur'anic verses and the Prophet's (PBUH) short Hadeeths. They can link simple Islamic concepts to expectations of Muslims' behaviour. The majority of children make better than expected progress in their learning of Islamic values.
- In Arabic as a first language, the majority of children attain levels that are above expectations. They show good skills in reading words, sentences, and short paragraphs. They demonstrate strong listening and speaking skills, particularly when using familiar words. KG2 children's writing skills are reflecting accelerated acquisition of the language. Children's progress in lessons is better than expected, especially when they are engaged with life-related topics such as 'My Family'. Children with learning difficulties make acceptable progress due to the support provided.
- English is an additional language for all KG children. They achieve in line with curriculum expectations, learning the five strands of speaking, listening, reading, responding, and writing. They make rapid progress in understanding spoken English and acquiring an age-appropriate vocabulary through the study of a range of topics. Most children answer questions correctly with a single word or phrase and a few can talk about books. Children's reading skills are not as well developed. This is due to a lack of books and other reading materials in the classrooms and in the library.
- Children's attainment and progress in mathematics are in line with curriculum expectations. Most children understand the value of numbers one to ten and can calculate one more than a given number. They can rapidly count to fifteen and a majority can perform simple addition of groups of numbers using hands-on materials. Children's mathematical vocabulary is developing too slowly because of the lack of opportunities to practice this skill. The ability of more-able children to apply number operations to problem-solving is underdeveloped because teachers' expectations are too low.

- Children's attainment is in line with curriculum expectations in science. Children learn best through exploring and investigating through hands-on activities. In the unit on 'Sink or Float', children engage their natural curiosity as they make predictions and carry out experiments. They are curious about the world around them and make acceptable progress in developing their knowledge. Children do not have age-appropriate scientific skills as there are too few opportunities for them to observe, predict and explore.

Cycle 1		
Subjects	Attainment	Progress
Islamic education	Good	Good ↓
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, the majority of students can recite Surahs from the Holy Qur'an and memorise the Prophet's (PBUH) Hadeeth with accuracy and confidence. Students can interpret the meanings of prescribed verses of the Holy Qur'an and sayings and can often infer the values they convey. Students' knowledge of major Islamic concepts such as Judgement Day exceeds expectations. Students can link Islamic values to real life. They make good progress in acquiring knowledge and understanding in the various aspects of Islamic education.
- In Arabic as a first language, the majority of students demonstrate attainment levels that are above expectations. They show adequate skills in reading and listening, with the reading of common words being better. Their writing skills have improved and high achievers can write well using accurate punctuation. Students show good progress in achieving the lesson objectives. Their progress is better when the context is age-related. For example, in Grade 2 students make strong progress in learning grammar through singing.
- Most students are attaining at expected levels in English lessons. The results of internal tests and the external UAE NAP assessments give an inflated picture of their abilities. Students' strongest skills, across all grades, are speaking and listening. They can respond to simple instructions in the early grades and by Grade 5, they can clearly explain their points of view. Their reading is also well developed. Most students can read and understand texts at the expected level. However, their writing is developing more slowly.
- According to internal assessments in mathematics, students' attainment against curriculum standards is outstanding. However, in lessons and workbooks, students show significantly lower levels of attainment and progress. Their mental mathematics capabilities are insufficiently developed. Their ability to use simple formulae and to express missing number problems algebraically is weak. By the end of Grade 5, most students understand how to calculate the area of irregular 2D shapes accurately. Students' reasoning and problem-solving skills are underdeveloped.

- In science students make acceptable progress, attaining in line with curriculum standards. The majority do not have enough opportunities to make and test predictions in practical investigations. Grade 1 students can confidently explain the outcomes when investigating the separation of a variety of mixtures of substances. Students in Grade 4 undertake investigations into the factors that affect the melting point of ice and can predict the outcomes of their investigation. Students' expertise in carrying out basic scientific investigations is underdeveloped.

 Cycle 2		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic education, students' knowledge of the Holy Qur'an and their recitation skills are secure. Students demonstrate sound understanding of Islamic concepts, Seerah and Hadeeth. The majority of students make clear connections with real life and relate Islamic laws and values to their own and other people's behaviours. The majority of students have made better than expected progress in lessons especially in applying interpretation and inference skills to deduce meanings from given verses.
- Most student's attainment in Arabic as a first language is in line with expectations. They show secure competencies in most of the skills, although their writing is less developed. Their progress is especially strong when they learn through a context that relates to their own life. For example, Grade 4 students make strong progress as they enjoy talking about protecting their own environment. Students with special educational needs and disabilities (SEND) make at least acceptable progress.
- UAE NAP assessment results reflect accurately students' performance in English lessons. Most students demonstrate attainment that is in line with curriculum expectations. Internal tests, with very high results, do not reflect this picture. Students' speaking, listening and reading are strong. By Grade 9, students can express their ideas clearly and can read at the expected level. Students' writing skills are developing at a slow rate and vary significantly in each class and grade level. The most able students show writing that is well structured and contains rich vocabulary and accurate punctuation.
- In mathematics, most students attain in line with curriculum standards. Students can apply knowledge in the classroom, but their conceptual understanding is underdeveloped. The lessons in which students make the best progress are those that provide opportunities to develop their reasoning and problem-solving skills. By the end of Grade 9, most students can represent two equations graphically and some can derive an equation from a graph. Progress of the majority of students is better than expected, and boys make better progress than girls.

- Most students attain in line with science curriculum standards. They are more enthusiastic learners as a result of the additional opportunities they have been given to engage in practical work. They enjoy Robotics, programme robots to carry out different tasks, and develop their understanding of the applications of robotics to the real world. During practical investigations on energy conservation using solar panels, Grade 6 students can discuss the importance of energy conservation in the UAE.

 Cycle 3		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Good

- In Islamic education, the majority of students exhibit good skills in reciting long Surahs from the Holy Qur'an applying the rules of Tajweed. Students deduce and infer meanings and answer higher-order thinking questions. They can relate Fiqh laws to current social issues and discuss major Islamic concepts such as covetousness. The majority have made better than expected progress in their understanding of Islamic laws and Sunnah. Girls make better progress than boys.
- Most students attain in line with the curriculum expectations in Arabic as a first language. They show secure competencies in all of the skills except writing. Students' progress better when debating and researching because these provide opportunities for critical thinking and sharing of ideas. Students with SEND make progress in line with that of their peers. Girls make slightly better progress than boys.
- Students' performance is in line with curriculum expectations in English. This is reflected in the results of their UAE NAP assessments. The school's internal test results, however, give a less accurate picture. Students' speaking and listening skills are at a relatively high level, with girls performing better than boys. The best students are very articulate, persuasive and capable of debating at depth. Students' reading skills are developing. Most students understand what they read. Their writing skills range from writing a few lines of simple sentences to extended, well-structured descriptions.
- The majority of students' attainment in mathematics is above age-related expectations in both regular and advanced classes. Occasionally, students develop their investigative and problem-solving skills very well. In general, students show good understanding and apply their mathematical knowledge reliably and accurately. Overall, they make good progress across all mathematical strands, particularly in algebra. Boys achieve better than girls, but both groups progress equally well in all grades.
- Students continue to make good progress in science, taking advantage of opportunities to carry out independent research, solve problems and think for themselves. For example, Grade 11 students can explain their adequate knowledge and understanding of DNA structure and the human genome. They engage in informed discussion of the potential advantages and disadvantages of future developments in biotechnology. Students apply their knowledge well and have improved the quality of their practical and investigative work, though this is still underdeveloped.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable ↓	Good	Good

- Students across all phases are enthusiastic learners who are keen to be successful at school. Whilst opportunities for independent learning are limited in the early years, primary students are beginning to benefit from a wider range of learning opportunities, which increasingly allows them to take responsibility for their own learning.
- Students are increasingly given opportunities to work collaboratively in almost all areas from Grade 1 onwards. Consequently, by the time students start Cycle 3, their ability to work collaboratively is a strength that drives their progress.
- Students' ability to make meaningful connections between their learning and the outside world is a strength in science, English, and Islamic education. For example, Grade 11 girls have used knowledge gained in their physics lessons to construct a solar cell system, which is the main power source for one of the school laboratories.
- In Cycles 2 and 3, where learning skills are the strongest, students carry out independent research using a variety of techniques, which include thinking for themselves to solve problems. In the KG and Cycle 1, students are just beginning to develop their critical thinking skills and to show independence in their learning.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Very good

- Students' attitudes to learning are positive. Their engagement with their teachers and with one another is characterised by mutual respect and courtesy. Across all phases, students demonstrate increasing independence and responsibility. They consider feedback from their teachers and peers as an opportunity to improve their work.
- Across all phases, a high level of self-discipline and positive student behaviour are evident, particularly in Cycle 3. Students conscientiously respect the school's behaviour rules and policies with only occasional intervention from adults. Based on feedback from students and parents, there are very few incidents of bullying.
- Students exhibit a desire to support one another and provide help for those who need it both within and beyond the school. They treat students with SEND appropriately and do their best to support them in their learning. Students from different nationalities and backgrounds interact positively with each other and value their differences.
- A good understanding of healthy living prevails throughout the school community. Students care about their food choices and advise their peers on how to cut down on the consumption of fatty and sugar-loaded 'junk' food. The members of the student Health and Safety committee play a prominent role in promoting healthy lifestyles and monitoring what students eat and drink.

- Students demonstrate high levels of punctuality by arriving to lessons on time. They use learning time effectively. Attendance is very good overall.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Very good

- Students recognise UAE as an Islamic country hosting residents from more than 200 countries with different cultures. Students distinguish the Islamic values of the Emirati society and give examples of how these manifest themselves in the school and their community. Students link the charity that the UAE is providing to other nations to its firmly-held beliefs as an Islamic country.
- Students have a good understanding of the past and existing status of the UAE in the world. They have a solid knowledge about its founder and can relate its national agenda to its leaders' aspirations especially in Cycle 3. Students demonstrate sound knowledge of the distinctive geographical, demographic and economic features of the UAE.
- Students' appreciation of the Emirati culture, heritage and traditions is more secure than their knowledge of their own and other cultures around the world. Students speak confidently about the Emirati traditions related to various aspects of life, such as dress codes, folklore and life style. Though students can talk about some western and Arab countries, their knowledge of other world cultures lacks depth.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Very good ↑

- Students show pride in serving their school community and the wider society. Their participation in school councils, clubs and initiatives reflects their strong social contribution. They are aware of what they need to do to make their school a better place and have voiced this in the Students' Parliament and with school leaders.
- Students work well together in various social and environmental projects. They enjoy taking leadership roles, attributing their success to collaboration and effective management. They help in the organisation of school activities in cooperation with staff. Although they are involved in some robotics and conservation projects, deemed to be innovative, their understanding of innovation is not well developed.
- Students exhibit extensive knowledge and understanding of the major environmental challenges facing the UAE and the world. They can confidently identify the major sources of air and water pollution. However, they are able to suggest only a few solutions to these problems. They know about schemes for recycling and power conservation but cannot elaborate on the reasons for their existence. Cycle 3 students have a highly-developed understanding of these issues.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Teachers are well qualified and are starting to make better use of their subject knowledge to plan lessons that engage students' interest. In many Cycle 3 Islamic education, English and science lessons, teachers make effective use of their knowledge to ensure that work is broadly matched to students' needs. However, this is less evident in the KG and Cycle 1 where teachers' knowledge of how students learn is not sufficiently developed.
- Lessons are planned to a common format with identified learning objectives. In the most successful lessons, work is sufficiently challenging for all groups of students. However, teachers do not always plan effectively to meet students' different learning needs. Consequently, tasks can be too easy for some, and too challenging for others.
- In most lessons, the very positive relationships between students and teachers enable teachers to develop their questioning skills. Teachers increasingly use open-ended questions, encouraging extended answers. In Cycle 3, in English and Islamic education lessons, probing questioning is often used effectively to challenge students' thinking. In the best lessons, teachers promote students' engagement in thoughtful discussions and in the assessment of each other's contributions.
- Only few teachers make appropriate use of the available information to ensure that lesson planning meets the needs of all groups of students. Some good practice in this area is evident in Cycle 3 English lessons and Cycles 2 and 3 science lessons. Some teachers can adapt teaching strategies during lessons to meet students' needs.
- Teachers are beginning to provide opportunities for the development of critical thinking skills and independent learning in English, science and Islamic education in Cycle 3. This is not as evident in the other cycles. Innovation opportunities are evident in science lesson plans and are incorporated into many of the enrichment activities on offer.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes, both formative and summative, are consistently implemented and linked to the Ministry of Education (MOE) curriculum. The school uses the aggregated percentage grade from mid-term and final termly summative testing, in addition to the weekly assessments, to monitor students' achievement. However, these processes are not reliable in accurately determining students' knowledge, understanding and skills in a particular content area.
- The school uses UAE NAP tests to measure students' outcomes against national expectations. The use of CAT4 is a relatively new process. The information from the UAE NAP gives the school an opportunity for extensive analysis. However, the school is not using it well enough to impact positively on school practices.

- The school uses assessment data, to some effect, to monitor students' progress. The quality and reliability of the school's internal assessment information are not sufficient to support target setting or individual learning plans for students. Consequently, the needs of all students are not fully met.
- The use of assessment data to influence teaching and make effective adaptations to the curriculum is at an early stage of development. Based on its data analysis, the school has introduced enrichment sessions in mathematics, science and the STEM programme to improve students' progress in these areas.
- In some subjects, teachers have secure knowledge of students' strengths and weaknesses. However, a majority of teachers are not sufficiently clear on how to accurately judge whether learning has taken place. Marking and feedback in students' workbooks are not informative. Most teachers do not provide constructive feedback to students on how to improve their work. In Arabic as a first language, opportunities are provided for students to assess their own work and that of their peers.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↓	Acceptable	Acceptable	Acceptable

- The curriculum is broad, balanced, and follows the MOE requirements. It is supported with 'Thinking Math' and 'Thinking Science' in Grades 1 to 4 and is aligned with TIMSS and PISA requirements. In English, the curriculum prepares the students in the senior grades for the IELTS tests. Curriculum supplements, which put greater emphasis on skill development, contribute to better progress in subjects such as Arabic as a first language and Islamic education. In the KG, the curriculum is not as cohesive.
- The curriculum is adequately planned to achieve progression. However, this is not consistent across the school. Curriculum planning does not always take account of higher and lower achievers. It generally prepares students for the next phase of education. However, in English for example, children in KG2 acquire the same competencies as students in Grade 1. Progression is, therefore, limited.
- Curriculum choices for older students are limited. Students can choose to enrol in the regular or the advanced stream. Activity clubs and committees provide students with opportunities to make choices according to their interests. KG children do not have sufficient choices to meet their needs.
- Most subjects have planned cross-curricular links. The links to real-life contexts are found in Islamic education, Arabic and English. Only in a few lessons, students are provided with adequate opportunities for independent learning, research and critical thinking.
- The curriculum is periodically reviewed and as a result, the school has identified the need to enrich the syllabus with more effective resources to meet students' needs. In some lessons, suitable support is provided for students with SEND to enhance their academic and personal development.

- The Social Studies department uses the MOE textbooks for all grades. Teachers modify topics appropriately. All of them have suitable subject knowledge and show it in their teaching by varying their teaching strategies. They use discussions, group work and songs as well as technology. In Grade 12, students get opportunities for critical thinking. Most students take responsibility for their own learning. They learn through effective engagement and show interest especially when the topics are related to their lives. Teachers use observation techniques and group and individual assessments appropriately. However, they do not always give students instant feedback to help them with their next steps in learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The majority of teachers adapt their curricular plans adequately to meet the learning needs of their students. In the KG, teachers are aware of their students' different abilities and provide tasks at a suitable level of challenge, particularly for children with specific needs. In Cycle 3, curricular planning in mathematics and science provides additional challenges for the more able students. It is less evident in other subject plans.
- The school provides a relevant programme of extra-curricular activities, special events, competitions and themed weeks, but some of these are not open to all students. Older students benefit from taking part in the School Parliament and getting involved in enterprising activities. Other students benefit from involvement in charitable events. Opportunities for developing students' creativity and innovation skills are limited.
- There are coherent programmes and curriculum links that develop students' knowledge, understanding and appreciation of the heritage and culture of the UAE. Students' understanding is further enhanced by visits to museums, mosques, cultural centres and special celebrations at school. As a result, most students have a strong understanding of the society in which they live.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

- The school has a safeguarding policy. However, the details have not been regularly communicated to all staff and parents. The policy includes appropriate strategies and procedures to tackle and prevent bullying. Students in Cycle 2 have regular guidance from the Dubai Police about cyber safety and appropriate behaviour on social media. School counsellors are effective in supporting the development of positive behaviour.
- The school is well staffed and provides a safe and hygienic environment. Security staff are vigilant. However, visitors do not wear identification badges and there is no procedure for signing in and out. On school transport, staff effectively manage students' behaviour. However, the parents' drop-off and pick-up area is not safe. The process for fire drills is insufficiently embedded in the life of the school.

- The quality of maintenance is good especially the out-sourced services such as checks on fire extinguishers. Internal systems exist for frequent visual inspections, and routine maintenance is responsive to the school's needs. However, there is limited systematic recording of repairs and maintenance. Medicines are securely stored, and the monitoring and recording of students' medical records are thorough.
- The school premises and facilities are safe for all students. Access to the first floor is difficult for any student with impaired mobility. However, the school is flexible to make changes to room usage, should the need arise. The learning environment in the KG is appropriately extended to include some outdoor learning provision.
- Healthy lifestyles are features of the school's curriculum. The Health and Safety Committee advises fellow students on the contents of their lunch boxes, and the school canteen stocks a variety of healthy food. The doctor and nurses are involved in the health education programme, predominantly in Cycle 1. They also monitor students' body mass index and inform parents about any medical issues related to their children.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- The caring ethos in the KG helps children to enjoy school and develop their self-esteem and confidence as learners. In other cycles, relationships are courteous and teachers and students respect one another. Students respond positively to their teachers. Supportive behaviour management procedures have a positive impact on students' behaviour in lessons and around the school.
- The school is successful in promoting a very high level of attendance and in maintaining a prompt follow-up of absence. Punctuality is monitored carefully, and almost all students arrive promptly at the start of the day and to lessons.
- The school has appropriate procedures in place for the identification of students with SEND. It identifies children at an early stage so they can benefit from interventions and support in the KG. When students join the school, staff make good use of academic test results and information from parents, to identify significant needs. Identification of students with gifts and talents is developing well.
- The school provides a welcoming environment for students with SEND. The quality of support is consistent in the KG and in withdrawal classes where teachers are responsive to students' specific needs. The school takes effective steps in mathematics and science to meet the needs of students who are gifted or talented in these subjects.
- Social workers and other staff provide students with effective pastoral support. Students feel well cared for and understand they can approach a trusted adult if they have any concerns. In the KG, teachers know children well and show a genuine interest in their wellbeing. The school provides personalised guidance and support for older students about career choices and educational pathways. Academic guidance for other students is not as effective.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The coordinator of SEND and support teachers show a strong commitment to promoting an inclusive ethos in the school. The school has improved its policies and procedures to reflect a more systematic approach to supporting students with SEND. School leaders have a realistic view of the quality of the provision and what needs to be improved. However, monitoring of provision and students' progress is not sufficiently rigorous
- The school uses a range of appropriate assessment procedures to identify students with specific needs, including assessing children on entry to identify developmental delays. The school is developing its partnerships with an external provider to ensure more accurate assessment processes. The identification process is becoming more accurate as staff develop their knowledge of the various categories of need. However, individualised programmes, interventions and modifications are not always appropriate.
- The school has a strong partnership with parents and keeps them informed about their children's progress. Parents appreciate the regular communication with the school, the support for their children and the guidance they receive on how they can help their children's learning at home. Parents are involved in the identification and review process. Parental involvement in formulating individualised programmes is, however, not fully developed.
- Students benefit from receiving support in small withdrawal groups or individually. Support teachers know students well and are responsive to their specific needs; they tailor tasks and personalise support and challenge. This is too variable in the main lessons as teachers do not always adapt planning and support to meet the specific needs of students.
- The school is developing its assessment procedures to track students' progress, including the use of diagnostic tests. The school's data does not provide a full and reliable measure of progress towards targets. Almost all students make at least acceptable progress in the KG and in small withdrawal groups in Arabic, English and mathematics as the support teachers are responsive to their specific needs. Progress in the lessons is variable, ranging from weak to good. Students do not always develop their learning skills well enough.

6. Leadership and management

The effectiveness of leadership

Acceptable

- At the time of inspection, the principal has been in post for 15 days. During this period, she has energetically and determinedly engaged all teachers and the governing body in a thorough review and re-writing of the school self-evaluation document. This has enabled her to communicate a clear educational philosophy and strategic direction to this internal stakeholder group. She and her leadership team are committed to inclusion and to the UAE national priorities.

- The principal and some school leaders demonstrate wide knowledge of best practices in teaching, learning and assessment. This new leadership team has been effective in nurturing a positive culture of loyalty to the school. There is a focus on how to increase student achievement, further develop an inclusive school, and establish a purposeful learning culture.
- Relationships are professional although communication is not always fully effective. Heads of the subjects, the KG and SEND have clear roles, but responsibility and accountability are not adequately documented or widely understood. The principal fully understands the importance of communicating her longer-term commitment, vision and sense of purpose to students and their parents.
- The school leadership team is responsive to the need for change. The principal and governing body have a clear understanding of what needs to be done to innovate and improve the school. They have agreed on how to address potential barriers such as the difficulty of recruitment and retention of highly effective teachers. School leaders have sufficient capacity to make the required improvements.
- School leaders have maintained adequate school performance throughout a turbulent year, which saw three principals in post, some for a very short time. They have improved some aspects of the school such as the development of an innovative and creative curriculum. They have ensured that the school complies with statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- Self-evaluation is a whole-school cooperative process. All school leaders have been encouraged to submit to the principal valid self-evaluation that is based on credible evidence. This most recent process has resulted in a comprehensive and credible document that presents a realistic view of the majority of the school's key aspects and priorities.
- School leaders implement a schedule of classroom visits and use a common rubric to evaluate the effectiveness of teaching. Monitoring of teaching, however, is not sufficiently focused on its impact on students' achievement. Consequently, there is inconsistency in the quality of teaching both across the cycles and across the subjects. This results in low levels of student outcomes.
- School improvement plans are neither sufficiently coherent nor detailed. They are not based on analysis of internal and external assessment data. Processes for review and re-planning are neither regular nor thorough. Actions are not sufficiently specific or measurable to allow proper evaluation of their effectiveness. These plans have little impact on students' achievement.
- The school has improved some aspects of students' personal development. However, it has made limited progress in addressing the recommendations from the previous inspection reports. The school's improvement endeavours have been significantly hindered by a lack of continuity and coherence in its leadership over the past year.

Partnerships with parents and the community

Good

- Parents have signed the parent-school contract and understand the roles and responsibilities of both parties. Parents say that the school leaders and staff listen to them and act on their views. The Parent Council is dedicated to keeping close links with the school's leadership team and the governing body. Members of the council encourage families to participate in the Kindergarten Parent Volunteer Programme to support extra-curricular events.

- The school has improved its communication with parents. There is very regular communication by emails, SMS and face-to-face meetings at the beginning and end of the day. Most parents say that school leaders and staff are approachable, open-to-discussions, and anxious to agree on solutions. Communications are particularly strong between the school and the parents of students with SEND.
- Most parents value reports and meetings with school staff. These are essential in keeping them informed about their children's progress and next steps in learning. Individual conferences are held with parents of any underachieving student. Specific action plans are shared with the parents and roles are assigned to promote their children's progress.
- Students benefit from strong links with the community, including businesses, public agencies, and other schools and universities. Partnerships with other schools help teachers and students widen their skills base. Links have also been established with external agencies to provide assistance and guidance, which enhances support for students with SEND and their families.

Governance	Acceptable
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- The executive board of governors comprises the owner, her daughter, the principal, and some senior leadership team members. This board determines the school's strategic direction and its underlying philosophy. Although parents and students are not represented on the governing board, the board consults with the Parent Council and Student Parliament to obtain feedback that shapes policy and plans. The owner carries out learning walks to take account of teacher viewpoints.
- The executive board periodically reviews the actions and impact of school leaders. This is done largely through meetings, and review of school improvement plans and post-inspection plans. The holding of school leaders to account has been hampered over the past year due to the difficulties in appointing and retaining a principal. The governors have recently succeeded in securing an approved appointment of a permanent principal in February 2017.
- The executive board retains all decisions on budget, recruitment and retention of staff. The governing body is committed to ensuring that the respective roles and responsibilities between them and the school leaders are clarified and documented. Governors are aware of their statutory obligations, particularly the achievement of the National Agenda targets and compliance with recent changes to the MOE curriculum.

Management, staffing, facilities and resources	Acceptable
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- The management of the day-to-day life of the school is effective. Most routines are well-established and work well. Timetabling is efficient and complies with the MoE regulations. When there is a need to make changes, these are made promptly and effectively. A good example is the timely way the data analysis format was amended during the inspection week.
- All teachers are well qualified, although only a large minority have a teaching qualification. All Arabic teachers and most Islamic education teachers have been approved by KHDA. The school has sufficient staff who are generally well deployed. Programmes are in place for developing teachers' expertise, both in-house and from external providers. However, teachers in the KG have had limited training on teaching in that phase.

- The school accommodation is acceptable for its purpose. Classrooms are small and, in some cases, students are cramped which limits the teaching strategies. This is evident even though the school leaders try to make the best use of the available space. Specialist spaces, such as the laboratories and sports areas, are also small, but teachers skilfully and safely use them to good effect. Classrooms are equipped with digital projectors.
- The range and appropriateness of resources varies. For example, science equipment is plentiful for classroom teaching. In other subject areas, resources are limited. The stock of English fiction and non-fiction books is meagre which limits students' interest in developing their reading skills. Although the provision of laptops has improved for teachers, no corresponding improvement has been made for students.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	357
	2015-2016	220
 Teachers	101	
 Students	399	

*The number of responses from parents is based on the number of families.

- Parents who responded to the survey are satisfied with many aspects of the school work such as their children's personal and social development, their children's understanding of the UAE culture and Islamic values and their own engagement with the school. Few parents are not satisfied with the school's work to promote their children's literacy and love of reading in English.
- Those students that responded to the survey are happy to be part of the school. Few have concerns about the limited range of extracurricular activities and the lack of access to technology.
- Teachers who responded are completely satisfied with their work at the school and express their pride in being part of the school community.

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