

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

Inspection Report 2018-2019

**Al Shurooq Private
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
MOE



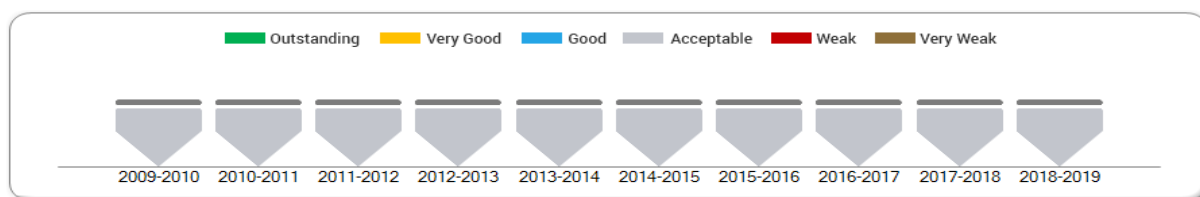
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School Information

General Information	Location	Jumeirah First
	Opening year of School	1986
	Website	www.shoruuq.sch.ae/
	Telephone	043442026
	Principal	Stephen Parry
	Principal - Date appointed	8/26/2018
	Language of Instruction	Arabic
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1919
	Number of Emirati students	470
	Number of students of determination	104
	Largest nationality group of students	Arab
Teachers	Number of teachers	123
	Largest nationality group of teachers	Jordanian
	Number of teaching assistants	18
	Teacher-student ratio	1:16
	Number of guidance counsellors	5
	Teacher turnover	35%
Curriculum	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	IBT, CAT4
	Accreditation	None
	National Agenda Benchmark Tests	IBT

School Journey for Al Shurooq Private School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment in Islamic education remains good in all phases. Progress is also good except in Kindergarten (KG), where it is very good. Attainment and progress in Arabic are good in the KG and in Cycle 1, whereas in Cycle 2 and 3 they are acceptable. Attainment and progress in English, mathematics and science are acceptable in all phases, apart from KG, where attainment in science is weak.
- Students' personal and social development, their understanding of Islamic values and awareness of Emirati cultures are strengths of the school. They are good across KG, Cycle 1 and Cycle 2, and very good in Cycle 3. Children in KG also have a very good knowledge of the beliefs and customs of the UAE.

Provision for learners

- Students' learning skills, and the quality of teaching and assessment are acceptable across the school. This is an improved picture for assessment, where weaknesses in all phases were identified in the previous report. Although teaching is acceptable overall, in a large minority of lessons teaching is good or better. Teachers use a variety of strategies to deliver Ministry of Education (MoE) curriculum standards appropriate to students' age.
- Curriculum design and modification remain acceptable. The MoE curriculum is being enriched and less emphasis is placed on following textbooks. Instead, teachers are finding a variety of means to engage students' interests. Planning in many subjects now takes greater account of the development of students' skills. Links with Emirati culture and UAE society remain strong.
- Staff care deeply about the protection and well-being of students. They react promptly and effectively when situations arise that might compromise students' safety and security. Most teachers have positive relationships with their students and, as a consequence, students are keen to come to school. The management of attendance and punctuality is effective. Provision for students of determination remains acceptable, although there is no designated leader.

Leadership and management

- The newly formed senior management has successfully created an effective team of middle leaders, who are accurately monitoring school performance. They know the school well and are supporting the development of teachers' skills. Leaders are focused on strengthening existing partnerships with parents. A key aspect of future improvement is the degree to which the reformed governing body can allow school leaders to take decisions, and give them support.

What the School does Best:

- Students continue to achieve highly in Islamic Education, and children in KG make very good progress.
- Students have very positive attitudes to learning, a strong work ethic and contribute well to their community, particularly in Cycle 3.
- Students have high levels of appreciation of Islamic values and of respect for the heritage and culture of the UAE, especially in KG and Cycle 3.
- Senior and middle leaders are strongly committed to school improvement and accurately self-evaluate school and student performance, thus enabling the school to improve.
- The school has effective links with local and national communities, which have a positive effect on students' learning and development.

Key Recommendations:

- Governors and owners should improve the resourcing of the school by:
 - ensuring that there are enough experienced senior leaders to lead the school to the next stage of development
 - supporting all curricular areas, particularly reading across the curriculum.
- Governors and owners should ensure that:
 - the principal has appropriate delegated authority over budgets, so that educational decisions can be made in a more efficient manner
 - they are sufficiently informed of the school's performance to be able to hold senior leaders to account.
- Improve teaching, to at least good, by:
 - developing resources and the use of the accommodation to enable more collaborative, creative and imaginative work between classes in KG, and especially in KG1
 - making good use of the existing good practice in the school to develop greater consistency, as well as to extend students' higher-order thinking skills
 - using assessment information better to support and challenge groups and individual students.
- Enhance the MoE curriculum to take account of the expectations from external assessments, in a meaningful and relevant way.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Very 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	Acceptable ↓	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Cycle 1	Cycle 2	Cycle 3
		Acceptable	Acceptable	Acceptable	Acceptable

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	Acceptable
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	Weak
Management, staffing, facilities and resources	Acceptable

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

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

School's Progression in International assessments

is below expectations.

- Progression from the international 2012 Programme in International Student Assessment (PISA) tests to 2015 is outstanding in mathematics and very good in science and reading. Similar comparisons with the Trends in International Mathematics and Science Study (TIMSS) tests result in outstanding outcomes in Grades 4 and 8 in mathematics and science. The school's most recent progression in N.A.P. tests between UAE N.A.P. tests and the IBT tests is weak in Arabic, English, mathematics and science. The school has only recently started to use measures of students' cognitive ability (CAT4) and is not able to compare their achievements with their potential.

Impact of Leadership

is approaching expectations.

- Leaders have a National Agenda action plan and are beginning to use assessment information to align the curriculum with the requirements of the N.A.P. tests and the TIMSS and PISA tests.

Impact on Learning

is approaching expectations.

- Students are beginning to apply their scientific thinking, language skills and mathematical problem-solving in lessons. Critical thinking remains a discrete element rather than integrated into planning.

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

For development:

- Evaluate the N.A.P. outcomes for all subjects and modify teaching, learning and curriculum practices to provide greater challenge.
- Track students' progress according to the N.A.P. outcomes.

Reading Across the Curriculum

- The process of assessing students' individual reading abilities has begun. Starting points are gradually being established to enable the tracking of improvements in reading outcomes.
- Across the school, students' reading skills are below expectations. A newly introduced Arabic reading scheme is helping students in lower grades to develop basic reading strategies.
- The library, with its limited range of books, fails to encourage life-long learning or avid reading. Only during designated break times can students visit to exchange books.
- School leaders are committed to developing students' reading proficiency. A literacy policy and reading action plan are in the early stages of development.

Reading across the Curriculum is underdeveloped.

For development:

- Implement a systematic approach to the teaching of reading skills in both Arabic and English.

UAE Social Studies

- Thematic studies on agriculture, irrigation and globalisation in the upper grades, reflect the UAE context. In the lower grades, the links to UAE culture and heritage are tenuous.
- Students generally engage in discussion and research, sometimes using technology to find information. Learning skills in younger students are not well developed.
- Older students' understanding and appreciation of the development of the modern UAE are secure, whereas for younger students they are underdeveloped.
- Knowledge and understanding develop well when students are engaged in their learning.

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

Innovation

- Students have embraced opportunities outside lessons to collaborate in the development and refinement of innovative models and designs, which have been entered into local and regional competitions.
- Students have some opportunities to participate in the student council and its committees. They can lead meetings and initiate activities, for example, on supporting positive behaviour.
- Some lessons offer open-ended choices for students to show their learning, such as creating animations and exploring kinetic energy. However, such opportunities are limited and the development of higher-order thinking skills is restricted.
- There is an appropriate range of extra-curricular activities, sports, social, academic and innovation clubs, and competitions, where students can show their talents and engage in their interests.
- Senior leaders are keen to promote innovation. As yet, strategic plans do not address the challenge of integrating innovation into daily learning in classrooms.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good
Progress	Very good	Good	Good	Good ↓

- Internal assessment data, classroom observations and work scrutiny show attainment levels that are higher than curriculum standards. Proficiency in Seerah and Fiqh is more developed among girls.
- Students in KG and Cycle 1 demonstrate good understanding of Seerah and can recite verses from the Holy Qur'an with enthusiasm. In Cycles 2 and 3, students are aware of aspects of Seerah and Fiqh and can present their knowledge and understanding with confidence.
- The effective use of collaborative strategies, in some classes, helps students to understand the rules, laws and values of Islam. However, only a few classroom activities stimulate critical thinking and research skills, especially in Cycle 3.

For development:

- Enable students to use multiple resources for research, analysis and reflection on Seerah and on Islamic law.

Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable ↓	Acceptable

- Most students in KG and throughout Cycle 1 achieve above the expected level of language skills. In Cycle 2 and Cycle 3, students achieve at the expected level, with better achievement at the start of Cycle 2.
- Children in KG are rapidly developing strong listening and speaking skills. Cycle 1 students show good speaking and reading skills, are able to express themselves confidently and have good understanding of texts. In the upper grades, independent and extended speaking and writing skills remain underdeveloped.
- Reading is now a priority across the school and, as a result, comprehension skills are improving. Girls are performing better than boys in Cycles 2 and 3.

For development:

- Reduce the gap in the achievements of boys and girls by using assessment data to target the learning of different groups of students.

English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Students' attainment, as measured by internal assessments and progress in lessons, is significantly higher than when compared to international assessments. Progress towards the national targets has been good, but attainment remains below expected levels. Listening and speaking are stronger than reading and writing across the phases.
- In KG2, the majority of children can match and group words according to a phonetic pattern. In Cycles 1 and 2 most students can interpret non-fiction texts and extract key information. Most Cycle 3 students can analyse persuasive writing.
- The greater emphasis on discussion and debate, within a range of themes, is improving confidence in speaking across the school. Strategies and resources for reading, particularly in Cycle 1, require improvement. Opportunities for writing in different styles are underdeveloped.

For development:

- Provide more opportunities for students to use their language, grammar and literacy skills to write at length in different styles.
- Promote a love of reading by providing more books for all levels of ability, and ensure that strategies enable younger students, in particular, to acquire the skills needed to read independently.

Mathematics

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students have made outstanding progress in PISA and TIMSS outcomes, but not in International Benchmark Tests (IBT), as these remain weak in all cycles. In KG, most children are developing their number skills slowly, because they do not have opportunities to apply their skills in practical contexts.
- Low levels of challenge are slowing students' progress across the school. Students' extended problem-solving skills are at an early stage of development. Most students in Cycle 1 recognise patterns and can find next terms. Their ability to calculate mentally is underdeveloped.
- Most students in Cycle 2 can calculate simple statistical measures. Their skills in measurement and estimation are insecure. In Cycle 3, most students are using their algebraic skills in solving multi-step equations. Their application of skills in unfamiliar contexts is underdeveloped.

For development:

- In KG, ensure that children have more opportunities to apply their mathematical skills, involving shape, space and measure, in practical, imaginative and creative contexts.
- Improve students' mental mathematics and estimation skills, and raise expectations and the level of challenge provided to match the requirements of external assessments.

Science

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Weak	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students' attainment and progress in scientific thinking and investigative skills have improved in Cycles 1 to 3. As a result of the established laboratory experimental procedures of hypothesis formulation and testing, students are highly enthusiastic about their learning. Children in KG have restricted opportunities to explore the world around them.
- When researching in health studies, students display higher-order thinking skills, transferring trigonometry and algebra to physics and chemistry, and experimenting to gauge temperature depressions with ice. The scientific knowledge needed to evaluate their findings is underdeveloped in all cycles.
- Leaders are successfully taking action to improve the level of challenge for students. However, teachers are not consistently using available assessment information to plan their lessons. Consequently, students are not building rapidly from their starting points.

For development:

- Raise expectations in each grade to meet curriculum standards.
- Increase the levels of scientific challenges in KG by planning for more enquiry and exploration in lessons.

Learning Skills

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

- In all phases, students are eager to learn. They collaborate well, discussing and sharing ideas. As they progress through the school, they become more articulate and confident in communicating their learning to a wider audience, for example, through debate in English lessons.
- Links with real life are strong in some subjects, for example in Islamic education and in computing programming in Cycle 3. Although present in some lessons, critical thinking, research and enterprise skills feature more strongly in extra-curricular activities.
- Students are beginning to develop greater independence in their learning. Technology is used occasionally to support learning, but not in KG. Students show perseverance in lessons, but lack the refined skills to approach problem-solving from different perspectives.

For development:

- Provide students with more opportunities to take responsibility for their learning, and encourage them to apply strategies for problem-solving, reasoning and reflection.
- Help students to develop a greater understanding of how their learning in different subjects relates to the world around them.

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 have positive and responsible attitudes to their learning, especially in Cycle 3. They respond well to feedback. Relationships between students and teachers are supportive and respectful.
- Students usually behave well in and out of class, even when lessons are less interesting. Most students treat others with respect and courtesy. However, they are not provided with enough opportunities to take responsibility for managing their own behaviour, and so do not consistently develop self-discipline.
- Students demonstrate a general understanding of safe and healthy lifestyles. Although some do not always make consistent healthy life-style choices, most are heeding advice with regard to healthy eating and exercise. Punctuality and attendance are very good.

	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, particularly in Cycle 3, demonstrate a clear understanding of Islamic values and their application to life in Dubai. They participate in different events in the school such as the National Day, Flag Day and Martyrs Day. Students display empathy and an acceptance of cultural and religious differences.
- Students appreciate that the UAE is a multicultural and safe country. They show respect for, and sing the UAE national anthem with enthusiasm. Children in KG have a wide knowledge of the culture and countries of the Gulf region.
- Students show pride in their own culture and heritage. They demonstrate knowledge of their food, costume and traditional dances during the school's Global Village event. In contrast, students' understanding and awareness of other world cultures is not developed to the same extent.

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

- Students contribute to the life of the school at different levels. Leadership skills are encouraged and strengthened, especially among Cycle 3 students. Students participate in the students' parliament, safety ambassadors' programme and the discipline, and health and safety committees.
- Students show a positive work ethic. In their own time, they undertake many innovative projects that tackle a range of problems, such as the development of devices with sensors for the partially sighted. These opportunities are yet to be integrated into lessons.
- Most students take part in recycling. By contrast, litter is a problem in outside areas of the school. Students' awareness about environmental issues and the ability to initiate sustainability projects is limited.

For development:

- Provide more opportunities for students to develop the skills of innovation and enterprise in the classroom.

3. Teaching and assessment

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

- In Islamic education, students' collaboration is promoted well and in science, independent investigation is effective. However, teaching that enables the development of students' skills is not consistent throughout all subjects. In KG, teaching does not provide enough opportunity for children to learn independently.
- Teachers' secure subject knowledge and their effective relationships with students are positive features of most lessons. However, teachers' questioning, while often purposeful, does not consistently promote higher-order skills, such as critical thinking, innovation and problem-solving.
- Recent improvements in the learning environment, and teachers' greater understanding of assessment information, are positive features. However, the use of this information to ensure that planned activities in lessons meet the needs of different groups of students is not sufficiently developed.

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

- A common assessment policy across all cycles provides teachers with accurate information to evaluate student outcomes. All subject leaders are successfully moderating their assessments against MoE curriculum standards. Teachers have a clearer picture of students' progress, but efforts to use assessment information to plan lessons are superficial.
- School leaders analyse external test results well. There is a positive attitude towards comparing students' achievements with external test results. Currently, weak student performances in some external tests are not used in conjunction with internal assessments to enable teachers to set realistic targets for students.
- Curriculum adjustments, grouping arrangements and the early identification of under-achievement are positive steps forward. However, teaching too often lacks challenge for students. Guidance for students on how to improve their work is underdeveloped. Peer and self-assessment are emerging classroom strategies.

For development:

- Make use of analyses of assessment information in lesson planning to ensure that learning activities are appropriately challenging for students of all abilities.
- Ensure that full use is made of all internal and external test and assessment information to produce more reliable attainment and progress targets that can be monitored and adjusted by teachers.

4. Curriculum

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

- The curriculum is compliant with MoE requirements. It is based on a clear rationale, is generally broad and balanced, and meets the needs of most groups of students. There remains a strong emphasis on the development of knowledge.
- Account is taken of previous curriculum content, but the assessments of students' individual curriculum knowledge and outcomes are not used sufficiently when planning the next steps in learning. There are some meaningful cross-curricular links, but they require whole-school mapping.
- Following curriculum reviews, planning in many subjects increasingly enables students to acquire the skills necessary to become active and independent learners. Planning does not take sufficient account of the implications of external assessments. Older students' curricular choices are limited.
- Moral education is taught in Arabic. It is an integrated part of the curriculum in KG, and is taught as a stand-alone subject in Grades 1 to 12.

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

- The school makes adequate modifications to the curriculum to meet the needs of most students. The planned work does not always provide sufficient levels of challenge for the more able students. Modifications for students of determination are not yet well understood or implemented by all class teachers.
- The curriculum is largely, but not solely, driven by the MoE textbooks, and some recent modifications have been made to align it with external international assessments. However, these are insufficient to meet the needs of all and for adaptations to be integrated well.
- Students are provided with an appropriate range of extra-curricular activities and engage in some innovative projects. Recent community links are beginning to support experiential learning. Links with the UAE heritage and culture are well embedded.

For development:

- Ensure that curriculum modifications made for students of determination are understood and implemented by all teachers, so that the challenge and support provided match their needs.
- Adaptations to the curriculum should align with all external assessments, and should be well integrated within the planned and taught curriculum.

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 ↓

- Transport for students is well managed. There is an efficient system of dispersal for children leaving KG. However, the new end-of-day procedures for the safe collection of children in Cycle 1 are not fully established.
- The school provides a clean and hygienic environment for students. The building has been partially modified to accommodate students with disabilities. Leaders keep detailed records of routine safety checks, but have not been sufficiently robust in their risk assessments for practical classroom activities.
- Efficient medical staff and members of the health and safety team promote healthy lifestyles and oversee child safeguarding concerns. An identity badge system has been introduced for members of staff, but has not been extended to parents or visitors to the school.

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

- Relationships between staff and students are mutually respectful. Most students conform to the school's expectations for behaviour. Records, which log incidents of unacceptable behaviour, lack details of outcomes following intervention. The behaviour policy is too simplistic.
- The school successfully promotes attendance. Communication systems are in place to follow up any absences swiftly. For older students, there is effective careers guidance and an annual university fair. Parents and students do not receive enough information on how the school views and deals with bullying.
- Assessment procedures appropriately identify students of determination. Adequate support and interventions enable the majority of students to make appropriate personal and academic progress. Although the identification of students with gifts and talents is improving, they are not consistently challenged in lessons.

For development:

- Ensure that there is regular and rigorous review of all health and safety procedures.
- Improve the behaviour policy, including procedures relating to bullying, and ensure that there is greater detail in records of all behavioural incidents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- Governors and senior leaders are committed to this being an inclusive school. The inclusion governor is now accountable for the outcomes of students of determination. Senior leaders have implemented an inclusive education policy and very recently appointed a new inclusion leader.
- The school uses a range of assessment strategies to identify the special needs of most students appropriately. The school has a developing knowledge of the patterns and trends of students of determination, and is aware of the key issues for improvement.
- The inclusion team works effectively to ensure that most parents of students of determination have positive relationships with the school. Communication between school and home is appropriate, and helps to ensure that parents are kept informed about their children's progress.
- Curriculum modifications do not consistently promote the effective interventions that students of determination may require. Planning and resources are not sufficiently personalised to meet the needs of individual students. The use of technology to support learning is limited. Few opportunities are provided for reflection and critical thinking.
- Students' work and teachers' assessments indicate that most students of determination are making expected progress over time. Refinement and development of tracking and monitoring tools are necessary to ensure consistency when evaluating students' learning across subjects and phases.

For development:

- Reword the admissions policy to reflect more closely the school's inclusive practice.
- Provide class teachers with professional training to help them to interpret individual education plans and refine their teaching approaches to ensure that students of determination reach their potential.

6. Leadership and management

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

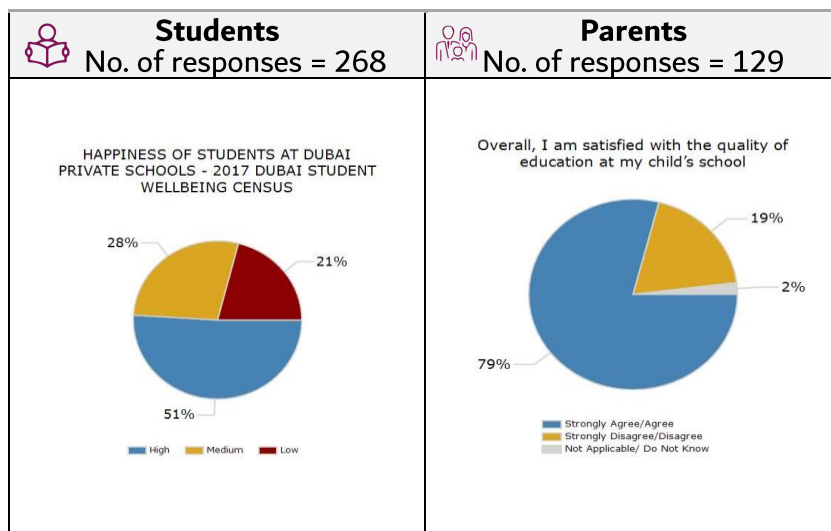
- The new principal has a clear understanding of the needs of the school. He and the vice-principal work closely together to improve school performance. This is a large undertaking for the two senior leaders. An initiative this year is to develop the capacity of middle leaders. There have been successes with regard to their improved abilities to evaluate and monitor student outcomes.
- Senior and middle leaders are effective in their analysis of school assessment information, which produces an accurate view of the school's performance. Their evaluations underpin well-informed action plans that prioritise measurable targets. Regular monitoring determines the teachers' continuous professional training programme. Improvement plans are not shared with the school community.
- The school informs parents regularly on matters relating to their children. The parent council is having a positive impact through its support of school events. The school uses a range of effective methods to communicate with parents, who receive regular but basic reports about their children's achievements. There is significant student involvement in the local and wider communities.
- The governing body includes representation from parents and further education. As yet, gathering information from the school community is not systematic or fully effective. Governors are beginning to receive detailed information about the school's performance in order to inform the educational decision-making process. They are still unable to hold school leaders to account as decision-making has not been fully devolved.
- Efficient day-to-day operation of the school and appropriate timetabling make effective use of students' time. Two additional counsellors have joined the staff. The senior leadership team is not large enough to support the continued improvement needed in the school. Teacher turnover is high at 35 per cent. There is a sufficient number of specialist rooms in the school. However, in most learning areas, resources are insufficient, a prime example being the library.

For development:

- Establish the sound principles and practice of governance, so that the board of governors acts as an informed critical friend to senior leaders, while allowing them autonomy to make the best educational decisions for the benefit of all students.
- Improve resourcing to most areas of the school.

The View of parents and senior students

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



 Students	Most students who responded to the survey feel an emotional engagement with their teachers. Relationships between students and teachers are supportive and respectful. A large majority of students feels safe at school. Compared with other schools in Dubai, more students feel that they experience some form of bullying, whether verbally, physical, socially or through social media. During the inspection, some students confirmed that these incidents do occur.
 Parents	Nearly all parents who responded to the survey believe that their children are kept safe. Most report overall satisfaction with the school. They feel that teachers have helped their children to develop the skills to learn effectively, and that staff and leaders listen to them. Most parents do not express concerns about bullying, believing that their children have groups of friends to offer mutual support.

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