

ACCEPTABLE



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Moral Education	9
Reading Across the Curriculum	9
Innovation.....	10
Main Inspection Report	11
Views of parents and students.....	21

School Information

General Information		Location	Al Qusais
		Opening year of School	2017
		Website	www.amityschooldubai.com
		Telephone	042041000
		Principal	Ms. Sangita Chima
		Principal - Date appointed	6/1/2019
		Language of Instruction	English
		Inspection Dates	09 to 11 December 2019
Students		Gender of students	Boys and girls
		Age range	4 to 12
		Grades or year groups	KG 1 to Grade 7
		Number of students on roll	764
		Number of Emirati students	0
		Number of students of determination	93
		Largest nationality group of students	Indian
Teachers		Number of teachers	62
		Largest nationality group of teachers	Indian
		Number of teaching assistants	27
		Teacher-student ratio	12.1
		Number of guidance counsellors	1
		Teacher turnover	45%
Curriculum		Educational Permit/ License	Indian
		Main Curriculum	Central Board of Secondary Education (CBSE)
		External Tests and Examinations	none
		Accreditation	none
		National Agenda Benchmark Tests	ASSET

School Journey for AMITY SCHOOL L.L.C

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2019-2020

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

- In most phases and subjects, students make expected progress and attain in line with curriculum standards, but few attain beyond this. In the middle phase, students' progress in English and science is now good. In Arabic as an additional language, students in the middle phase are not reaching the standards expected in relation to their number of years of study. In the Kindergarten (KG) children are developing the skills needed to be successful learners. In other sections of the school students learning skills are variable.
- Students demonstrate positive and responsible attitudes to learning. Most students are well behaved and have positive relationships with their teachers and peers. They show a good understanding of Islamic values and Emirati culture. Although most are willing participants in school activities related to social responsibility and care of the environment, few have the skills or confidence to suggest initiatives independent of their teachers.

Provision for learners

- The quality of teaching is inconsistent across subjects and phases. Teaching is most effective in middle school lessons in English and science. In other subjects and phases, teachers' expectations of what students can achieve are not high enough and not enough use is made of questioning to challenge and extend students' thinking. Although assessment procedures are improving, the information obtained is not being used consistently well in planning to meet the differing learning needs of students.
- The curriculum provides a variety of creative, physical and practical learning experiences for all students. External assessment information is used well to review and modify the curriculum to promote skill development as well as the acquisition of knowledge. However, the curriculum is not always taught as planned and in many subjects, there is an overemphasis on knowledge acquisition. Curriculum adaptations in lessons are not always fully successful in meeting student's individual needs.
- Child protection arrangements are clear and implemented well by staff. Risk assessments, which ensure the health and safety of students, are not far-reaching enough. Systems for managing students' behaviour are generally effective. However, procedures for monitoring students' attendance are not sufficiently urgent. The systems for identifying students of determination are adequate, however, most teachers do not have the skills needed to provide the appropriate support in lessons for the wide range of, often complex, needs.

Leadership and management

- The principal provides a clear vision and sense of direction for the school. Good systems support the identification and sharing of best practice. Although improvements are being made to processes of self-evaluation, senior leaders do not have a fully accurate picture of the school's effectiveness. Strong partnerships with parents contribute well to student learning. Governors are supportive of the school and ensure that there are high quality resources and facilities to promote students' learning.

The best features of the school:

- The clear and purposeful educational direction provided by the principal
- The good progress made by middle school students in English and science
- Students' personal development, including their attitudes to work and appreciation of the heritage and culture of the UAE
- The school's effective partnerships with parents
- The support provided by the governing body, including the high quality facilities and resources to promote learning

Key Recommendations:

- To accelerate students' progress and raise attainment in all subjects, improve the quality of teaching by:
 - raising teachers' expectations of what students can achieve and making more use of questioning to challenge and extend students' thinking
 - making full use of assessment information to adapt the curriculum to meet the needs of all students
 - ensuring that there is a continuing emphasis on the development of critical thinking, problem-solving, independent learning and research skills.
- Improve leadership and the accuracy of self-evaluation by:
 - making more effective use of external and internal assessment information to evaluate the impact of all improvement initiatives
 - providing training for all leaders in the skills needed to identify accurately the impact of teaching on students' progress
 - ensuring that all staff take responsibility for the management of risks to students' health and safety
- Improve the quality of support for students of determination by providing training for all staff to ensure that the varied and complex learning needs of students are met.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
 UAE Social Studies	Attainment		Acceptable	

	KG	Primary	Middle
Learning skills	Good	Acceptable	Acceptable

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

	KG	Primary	Middle
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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:

The school meets the registration requirements for the National Agenda Parameter

Schools Progression in International Assessments

meets expectations

- The school was not registered for the 2011/12 Trends in International Mathematics and Science Study (TIMSS) and Programme in International Student Assessment (PISA) tests. Therefore, there is no progression information available. The ASSET benchmarking scores between the two assessment cycles show very good progression in English, and good progression in mathematics and science. Comparisons between National Agenda Parameter (N.A.P) outcomes, and measures of cognitive potential (CAT4), demonstrate that students exceed predictions of their potential in English and mathematics, but not in science.

Impact of Leadership

is approaching expectations

- Leaders analyse test data in depth. The school has begun to compare CAT4 information with the outcomes of internal assessments and external benchmarking scores. Curriculum modifications have been made in terms of content and skills. Except for English, there is limited evidence to suggest that CAT4 information is being used to refine learning objectives during lessons, particularly for high attaining students.

Impact of Learning

is approaching expectations

- Critical thinking, problem-solving and inquiry-based learning are not sufficiently embedded in the approaches of teaching across the school. Opportunities for students to engage in independent research are also limited. Students' use of learning technologies is limited mainly to completing online assessments.

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

For Development:

- Ensure that more effective use is made of CAT4 data to set individual learning targets for students and to track their progress.
- Ensure that there is a more consistent approach to developing critical thinking, verbal reasoning and the use of information technologies for research.

Moral Education

- The moral education programme is balanced and covers all the key concepts required to guide students to become mature and considerate citizens. The detailed curriculum plan includes community projects and educational visits. A strong partnership with parents supports students' development of citizenship skills.
- Teachers use a variety of resources to interest and motivate students. Teachers' use of questioning and learning activities is encouraging students to discuss and reflect on topics. As such students are learning to express their opinions and value the views of others.
- Assessment procedures are at an early stage of development. Parents contribute to students' profiles, providing a shared understanding of students' knowledge and values. Regular school reports include general comments on students' social development.

The school's implementation of moral education is meeting expectations.

For Development:

- Ensure that lesson plans include the skills students will develop and practice, as well as the knowledge content of the programme.

Reading Across the Curriculum

- The school is implementing a number of well-considered reading initiatives, including individual coaching. These are beginning to improve students' reading skills, particularly those of boys.
- Children's understanding of phonics is becoming more secure in KG. In the other phases, students' reading skills are improving because reading materials are well-matched to their abilities.
- The school and classroom libraries, together with online reading resources, give all students access to a wide range of appropriate reading materials. Reading development is supported by a structured reading scheme.
- The school's commitment to the development of reading, as a key learning skill, is evident in a well-structured reading strategy that is in the process of being embedded.

The school's provision, leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Implement more fully the procedures for tracking students' progress in reading in relation to the expected age-related attainment levels.

Innovation

- Although many students are capable of independent learning, there are not enough opportunities for them to take responsibility and be innovative in their thinking.
- The school is devising activities to enhance students' innovation skills, but this is still at an early stage of development.
- Teachers' lesson plans include innovation as a learning intention. However, this does not often develop into innovative practice in classrooms.
- Although the curriculum has few built-in opportunities for innovation, creative arts lessons are designed to develop innovation skills.
- Leaders are committed to creating a climate for innovation. Actions to realise this commitment are at an early stage of development and implementation.

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

For Development:

- Improve opportunities for students to develop innovation skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In the primary phase, students have an adequate understanding of general Islamic teachings, but their recitation and Tajweed skills are under-developed. In the middle phase, although students understand the basic concepts of faith, they often lack the ability to draw references from The Holy Qur'an.
- Primary students have a secure knowledge of the Five Pillars of Islam. Students in the middle phase have an adequate knowledge of the Seerah of the prophet (PBUH). However, in both phases, students' knowledge of Iman is at a very basic level.
- Islamic and Arabic teachers are working closely to improve students' Arabic skills. The intention is to increase students' understanding of Islamic concepts that contain difficult lexis and to improve their Arabic pronunciation when reading The Holy Qur'an.

For Development:

- Improve students' ability to draw evidence from The Holy Qur'an and Sunnah, and their recitation and Tajweed skills.

Arabic as a First Language

	KG	Primary	Middle
Attainment	Not applicable	Not applicable	Not applicable
Progress	Not applicable	Not applicable	Not applicable

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Across both phases, students make adequate progress in the development of their comprehension skills. Oral communication skills are less well-developed. Only a few students in the middle grades are able to write independently.
- Most primary students acquire an appropriate range of vocabulary, which they use to support their basic levels of structured writing. Most students, particularly in the lower grades, can read and understand brief texts adequately. In the middle phase, only a few students reach the expected levels based on their years of learning Arabic.
- Leaders have named facilities around the school using Arabic, such as 'Intilaq' for playground, to raise the profile of Arabic and are encouraging students to use the language in their every-day school life. This is contributing to the expected rates of progress made by most students.

For Development:

- Provide more opportunities for students to engage in independent writing and oral communication in a variety of contexts, particularly in the upper grades.

English

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- Children in KG make a steady start in the development of their language skills. Inconsistent approaches to teaching hinder progress in the primary phase. Weaknesses in reading comprehension affect the external test performance of students in the primary and middle phases, particularly those of boys.
- The most rapid progress is made in spelling, punctuation and grammar. The use of a structured writing programme is helping to narrow the gap between boys and girls. However, students do not have enough opportunities to write creatively and at length.
- The introduction of a structured phonics programme is giving children in KG a more secure base for the development of reading. In the other phases, the more effective use of assessment information is enabling areas of underperformance to be identified and addressed.

For Development:

- Provide more opportunities for students to write creatively and at length.

Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In KG, children learn numeracy through activities which enable them to develop an appropriate balance of knowledge, skills and understanding. They learn about numbers and counting and basic 2-dimensional and 3-dimensional shapes.
- Students across the primary and middle phases can perform calculations accurately and apply formulas and strategies using standard rules. However, their ability to tackle problems that involve higher-order mathematical thinking and problem-solving is less secure.
- The main area of weakness in the lower primary grades is the limited use of mental calculations. In the upper primary and middle grades, the levels of challenge are sometimes limited by teacher's expectations being too low.

For Development:

- Provide more opportunities for students to practise mental calculations.
- Improve students' ability to solve problems that require higher levels of mathematical thinking.

Science

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- In the middle phase, students make good progress in the ability to predict, observe, investigate and record their observations. Most students develop an adequate understanding of scientific concepts and use scientific vocabulary with confidence.
- In KG, children are beginning to develop enquiry and investigative skills. In the other phases, the focus is more on the acquisition of knowledge rather than on the application of science to real-life and in different contexts.
- Students are not provided with enough opportunities to think critically, solve problems, develop innovation skills and conduct independent research. The recent use of external assessment information is enabling gaps in students' scientific skills to be identified and addressed.

For Development:

- Improve students ability to apply their scientific knowledge, understanding and skills in everyday contexts.

UAE Social Studies

	All phases
Attainment	Acceptable

- Students attainment is stronger in the acquisition of knowledge than it is in the subject skills. The few, more able, progress well as they already have the skills needed to link prior knowledge with new learning. They are able to express themselves effectively both orally, and in writing.
- A few students can analyse what they read, draw conclusions and explain their reasoning. They carry out independent research, such as that related to the invention of the printing press, and are able to explain the social relevance of this invention. However, these skills are not common amongst most students.
- Most students are skilled at retrieving relevant information but do not always understand the importance of what they read. For example, they can list modes of transport in the past and those of today, but are unable to suggest the social and economic impact of the changes.

For Development:

- Improve students' ability to carry out independent research and to analyse, and explain, their findings.

Learning Skills

	KG	Primary	Middle
Learning skills	Good	Acceptable	Acceptable

- Most students demonstrate a good work ethic and are keen to learn. Children in KG are able to work independently for short periods and students in other phases show that they can work without close supervision. However, they rarely take responsibility for their own learning.
- Children in KG learn to share resources when engaged in small group activities. In other phases students collaborate well when working in groups. However, a few in the primary and middle phases do not listen carefully enough to each other's contributions, particularly when the groups are too large.
- Students are able to make limited connections between areas of learning and the real world. Critical thinking and enquiry skills are not well developed. Students are given too few opportunities to be innovative and enterprising.

For Development:

- Provide more opportunities for students to learn independently, develop and apply their enquiry and critical thinking skills, and be innovative and enterprising.

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

	KG	Primary	Middle
Personal development	Good	Good	Good

- Most students demonstrate positive and responsible attitudes in lessons and around the school. They are capable of being self-reliant and enjoy participating in the different activities in the school. Older students have more opportunity to take responsibility.
- Relationships between students and adults are mostly respectful, with courtesy shown to visitors. While most students are well-behaved both inside the classrooms and during break times, a few students in the lower primary grades find it difficult to manage their own behaviour..
- Students demonstrate a secure understanding of safe and healthy living. This is seen in their active participation in, enjoyment of physical activities, and their healthy eating choices during break times. The attendance rate of 92% is only acceptable.

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

- Across the school most students in the primary and middle phases are proud to belong to a society of diverse cultures and religions. They show a good knowledge of their own cultures and a reasonable knowledge of other world cultures.
- In the primary and middle phases, students have a well-developed understanding of how Islamic values influence everyday life in the UAE. In KG, children can talk about the seven emirates and have an age-appropriate understanding of Islamic values.
- Students in most grades have a good understanding of their own cultures. Celebrations such as National Day and Flag Day enhance students' knowledge and awareness of Emirati culture. Opportunities for students to explore similarities and differences between world cultures are rare.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Although students are willingly involved in school-initiated activities to promote social responsibility, they rarely take the initiative to suggest activities themselves. In the primary and middle phases students are aware of their responsibilities for their school community and a few take on leadership roles.
- Students have a positive work ethic and follow diligently the instructions of their teachers. They enjoy taking part in the activities they are given. A few older students provide good role models for younger students in taking initiatives of benefit to the school.

- In KG children's awareness of environment responsibility is developing well through planting and recycling. In the other phases, students have a good understanding of environmental issues, but opportunities to develop this further are limited.

For Development:

- Improve the ability of younger student to manage their own behaviour in lessons.
- Improve the attendance of students across the school
- Provide more opportunities for students to initiate projects.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers demonstrate a secure knowledge of their subjects, which they use well in their teaching. This is particularly evident in English and science in the middle phase. In the most effective lessons, teachers plan activities that engage students in the development of knowledge, understanding and skills.
- Lesson plans include activities matched to students' attainment levels. However, lessons are not always taught as planned. The same work is given to all students, resulting in activities that are too easy for some, and too hard for others.
- Teachers do not make enough use of questioning to extend students' thinking. This inhibits the development of critical thinking, innovation, research and independent learning skills. There is inconsistency in ongoing checks of learning in lessons and in the quality of written feedback in notebooks.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Improvements in internal assessment processes are beginning to ensure more accurate information on students' attainment and progress. However, there is inconsistency in the extent to which teachers use this information to guide lesson planning.
- Effective use is made of external assessment information to guide whole-school curriculum planning. Gaps in learning are identified and the curriculum is mapped to meet ASSET and TIMSS requirements. However, curriculum plans are not always implemented in practice.
- Full use is not made of assessment information, including CAT4 measures of cognitive potential, to meet student's individual learning needs and to set individual learning targets.

For Development:

- Make full use of external and internal assessment information in lesson planning to ensure that the learning needs of all individual students are met.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum has a clear rationale, meets CBSE requirements and offers students a variety of relevant learning experiences. In KG, the curriculum promotes children's literacy and numeracy skills. The curriculum is reviewed regularly, to evaluate the impact on students' performance.
- Continuity and progression in learning is ensured by the vertical mapping of the curriculum in the core subjects. Although planning identifies opportunities for learning, links made between subjects, are rarely made in lessons.
- Recent curriculum reviews have focused on the learning objectives needed to prepare students for external competitive examinations. Improvements to the KG curriculum, particularly in relation to the teaching of phonics, are having a positive effect of children's all-round development.
- Arabic is taught in KG2 for one 40-minute session a week.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Adequate adaptations are made to the curriculum at whole school level to plan for the development of students' skills and gains in knowledge. However, these adaptations are not always fully implemented in lessons. As a result, students make acceptable, rather than good, progress in most subjects.
- The curriculum includes appropriate learning experiences for all students to develop a secure understanding of the values of the UAE, culture and society. There are too few opportunities to establish community links, or for students to develop their skills of enterprise and innovation.
- Every Child Excels (ECE) and Every Child Wins (ECW) are the two programmes introduced this year to ensure extra-curricular provision for students to pursue their interests and talents. However, these initiatives are too recent for their impact to be evaluated.

For Development:

- Ensure that the planned curriculum adaptations are fully implemented in all subjects.

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- There are consistent safeguarding procedures across the school. These procedures are effective in keeping students safe and secure. The child protection policies and procedures are detailed and understood by all staff.
- The school buildings provide easy access to all areas for students and staff. Maintenance procedures are effective. However, risk-assessment procedures are not sufficiently rigorous in identifying and addressing possible hazards.
- The school is successful in implementing a range of policies and procedures, including well-organised and supervised transportation arrangements for students' arrival and departure. Medical services offered by the clinic include the monitoring of students' health is securely in place.

	KG	Primary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- In this inclusive school, staff are successful in promoting good relationships with students. Systems to promote and manage students' behaviour are mostly effective. Students' attendance is monitored regularly but the approach is not rigorous enough to ensure that immediate checks are made on any unexplained absence.
- Although the systems for the identification of students of determination are improving, the learning plans do not always highlight the key barriers to learning. Those who are gifted and talented are identified and there are increasing opportunities for these students to be innovative.
- The school counsellor is playing an important and developing role in enabling students to access a range of advice for their personal support and academic support. Workshops for parents enhance understanding of the needs of students of determination and promote an inclusive environment

For Development:

- Ensure that risk-assessment procedures are sufficiently rigorous to identify any potential hazard to students and staff.
- Ensure that parents are immediately contacted in the event of any unexplained absence from school.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The new inclusion leadership team has completed a review of procedures, systems and work in lessons. The outcome is an improvement plan that the Champion and Governor for Inclusion are fully committed to implementing. Systems to advise and support the teaching of students of determination, and the coordination of provision, are inconsistent.
- Although assessments are accurate, and there is a broad understanding of students' needs, too little emphasis is placed on identifying their key barriers to learning. The individual education plans (IEPs) for guiding students' learning are too complex. Many teachers lack the skills needed to create and use IEPs, and to assess student's progress.
- Parents have positive relationships with the school. Communication is regular and staff are easy to contact. The school consults parents in devising IEPs, although their contributions are limited.
- Teachers usually have regard for the range of ability in their classes, but do not consistently make appropriate modifications. The quality of support provided for students by learning assistants varies considerably.
- Students of determination usually make adequate, but not accelerated, progress over time. They have positive attitudes to school. Students with complex needs do not benefit as fully as they should from adjustments to the curriculum which ensures that their academic and personal growth are enhanced.

For Development:

- Ensure that IEPs have clear learning targets and success criteria, and that progress towards targets is carefully monitored.
- Provide training for teachers, and learning support assistants, to assist them in meeting the needs of all students of determination, especially those, with complex needs.

6. Leadership and management

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

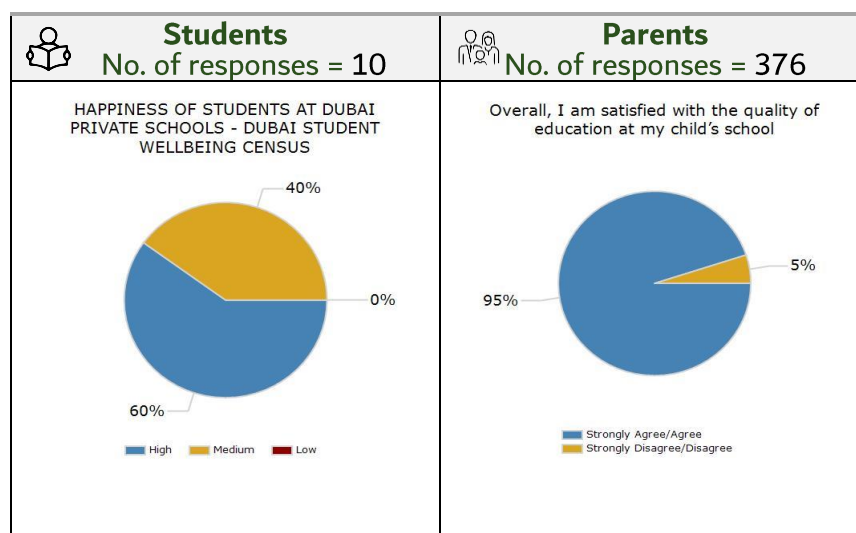
- Since taking up her appointment, the principal has effectively communicated a clear vision for the future of the school. Her expertise and experience are providing a strong educational direction for the development of the curriculum and assessment processes. Effective communication supports the sharing of best practice across phases and subjects. However, not all middle leaders have the skills needed to drive improvement in their areas of responsibility.
- The closer alignment of internal and external assessment information has reduced inaccuracies in the assessment of students' attainment and progress. Although assessments are more accurate, weaknesses in how this information is used to support self-evaluation remain. The monitoring of teaching and learning is extensive but does not take sufficient account of the impact of teaching on students' progress. Leaders have a broadly accurate view of what needs to improve and have planned appropriate action; however, success criteria linked to these actions, is not suitably focused on the impact on student outcomes.
- The school welcomes the partnership with parents and acts promptly on their concerns. Parents are informed about their children's achievements through a variety of channels of communication. Views about policies and priorities are shared through the governors. Parents support their children's education, through activities linked to the curriculum and in raising awareness of good causes and charities. However, opportunities to enhance students' learning, development and achievements through social contributions to national and international communities, are more limited.
- The governing board has been expanded and now includes representation of all stakeholders and effectively uses a range of strategies to gather the views of all stakeholders. Their support to promote students' learning through high quality resources and facilities is effective. The governing board has developed a clearer understanding of the requirements of the school's curriculum and the KHDA requirements and are now able to provide a greater level of challenge to hold the school accountable for all its work.
- The daily management of the school is efficient. Staff are appropriately qualified and deployed effectively to implement the curriculum. Training for inclusion staff on particular areas, such as managing severe autism, is insufficient. The facilities are of a high quality and there are sufficient resources for most subjects, but to a lesser extent in Arabic.

For Development:

- Provide the training necessary to develop the skills of middle leaders so that they can drive improvement in their areas of responsibility.
- Maintain a clear focus on the impact of teaching on students' progress when monitoring lessons and when setting success criteria against planned actions for improvement.
- Increase the level of challenge provided by governors in respect of students' academic outcomes.

Views of parents and students

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



 Students	Most students who responded to the survey confirmed that they feel safe in school. The large majority indicate that they are happy with life and in school. They confirm that they get along with their teachers and that there is an adult in school who listens and cares for them. In contrast, seven out of ten respondents indicate that they experience verbal bullying on a monthly, or more frequent basis with six out of ten experiencing physical bullying. This was not evident or confirmed by students during the inspection.
 Parents	Almost all parents are satisfied with the quality of education that the school provides for their children. They confirm that their children are kept safe and are confident that the school helps their children to acquire the skills needed to be effective learners. Almost all parents are happy with how well the school keeps them informed. They indicate that the school listens to their views, and when appropriate, acts on their suggestions.

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