

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

Inspection Report 2018-2019

Dar Al Marefa School

11 YEARS OF INSPECTIONS

Good

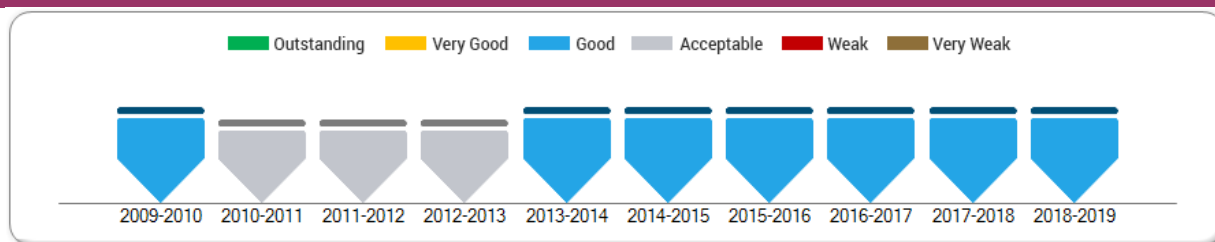
**Curriculum
IB**



School Information

General Information	Location	Mirdif
	Opening year of School	2008
	Website	www.daralmarefa.ae
	Telephone	00971-4-2885782
	Principal	Mr. Daljit Sohi
	Principal - Date appointed	8/24/2016
	Language of Instruction	English and Arabic
	Inspection Dates:	25 to 28 February 2019
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Foundation-Grade 12
	Number of students on roll	778
	Number of Emirati students	616
	Number of students of determination	24
	Largest nationality group of students	Emirati
Teachers	Number of teachers	86
	Largest nationality group of teachers	British
	Number of teaching assistants	23
	Teacher-student ratio	1:17
	Number of guidance counsellors	3
	Teacher turnover	22%
Curriculum	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	MYP, DP
	Accreditation	IB
	National Agenda Benchmark Tests	ISA, IBT Arabic

School Journey for Dar Al Marefa School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In Islamic education, students show very good progress in the Primary Years Programme (PYP), but in the Diploma Programme (DP) their performance has declined. Improvements have been made in the progress of PYP students in Arabic as an additional language. Progress is good in English and science in all phases and in mathematics, except in the Middle Years Programme (MYP). Learning skills remain good and an area for further development.
- Students demonstrate very good attitudes and self-discipline. They are respectful of teachers and courteous towards each other. Attendance is good, but punctuality to school remains an area for improvement. Students' very good understanding of Islamic values and their influence on Dubai's culture is a strength. Their understanding of wider world cultures is less secure. Most students have responsible attitudes and participate readily, but their innovation skills are not well-developed.

Provision for learners

- Teaching is strongest in the Kindergarten (KG) and PYP and promotes inquiry and independence. Lessons are well planned. Teachers make good use of resources, including technology. Problem-solving, research and opportunities for reflection are common in the better lessons. Assessment information is used to identify curriculum gaps, but the impact on curriculum modification and lesson planning, is variable. There is inconsistency in the marking and feedback given to students.
- The curriculum, based on the International Baccalaureate (IB), is balanced and compliant. Continuity of learning is smooth for most disciplines. It provides a balance of knowledge, skills and understanding. Students have some choices, and DP students have a greater breadth of options. Since the previous inspection, the modification of the curriculum by teachers to meet students' needs has improved. This is supported by a variety of activities and community links.
- Rigorous safety and child protection procedures, robust supervision and medical support maintain students' well-being. Bullying is rare in the school. Buildings and equipment are well maintained. Measures are in place to ensure access for those with impaired mobility. Safe and healthy lifestyles are promoted, and relationships ensure a caring, learning environment. Students of determination are identified accurately and provided with focused intervention. Older students receive effective and informed career guidance.

Leadership and management

- Students' outcomes have been maintained since the previous inspection. All leaders have a clear vision of their new, stimulating learning environment. However, self-evaluation judgements are inflated, limiting the school's response to previous recommendations. Parents are partners in their children's learning. The owners and governors have become more proactive in the strategic management of the school and have increased the accountability of school leaders.

What the School does Best:

- Students' good progress in most disciplines in each phase
- Students' personal development and their awareness of Emirati culture
- The very strong relationship with parents and the support provided to them as partners in their children's development
- The owners' and governors' commitment to creating a state-of-the-art learning facility to meet the 21st century needs of the UAE and its student population.

Key Recommendations:

- Improve attainment by:
 - using assessment data effectively to address the needs of individuals and groups of students
 - increasing opportunities for students to engage in critical thinking, problem-solving and independent research
 - ensuring that learning experiences provide appropriate levels of challenge for all students, including those with gifts and talents.
- Increase the accuracy of self-evaluation processes by focusing on individual students' progress when measuring outcomes.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Very good	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good ↑	Good	Not applicable
 English	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable ↓	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	PYP	MYP	DP
		Good	Good	Good	Good

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good	Good	Very good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's progression in international assessments

meets expectations.

- The Trends in International Mathematics and Science Study (TIMSS) results are encouraging and are approaching the centre point for the international cohort in mathematics and science in Grade 8. The Programme for International Student Assessment (PISA) results tell a different story as students did not reach their targets in mathematics or science, although they exceeded them in reading. Scores over two administrations of PISA tests in 2012 and 2015 show a decline in mathematics. However, scores improved significantly over two administration of the Progress in International Reading Literature Study (PIRLS) assessment, moving from 400 to 485 points. Although International Schools' Assessment (ISA) data indicates weak attainment over two administrations in all subjects, attainment outcomes compared to the CAT4 potential are positive.

Impact of Leadership

is approaching expectations.

- School leaders support the vision and goals of the National Agenda, but action planning is too generic. Aligning the curriculum to TIMSS, PISA and ISA, the monitoring of student outcomes from external assessments and the use of CAT4 data have not led to sufficiently-effective curriculum adaptation.

Impact of Learning

meets expectations.

- Teachers promote critical thinking during lessons in English, mathematics and science. A majority of learning activities are open-ended, but some lack challenge. Scientific investigative and research skills are emerging during the stronger lessons in Grade 12. In mathematics, there is little evidence of investigation or research during lessons.

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

For development:

- Prepare all students thoroughly for the 2019 TIMSS tests.
- Improve the analysis of external assessment data to positively influence the curriculum, teaching, learning and internal assessment processes.
- Provide more opportunities for students to develop and apply research skills using technology.

Reading Across the Curriculum

- The use of core vocabulary in all subjects is supporting students' reading across the curriculum.
- In the early grades, children are beginning to use strategies such as sounding out, reading pictures and using contextual clues in decoding a text. Older students' comprehension skills are improving through the use of a reading mat and completing targeted, comprehension work.
- The two school libraries are active and vibrant learning environments where students enjoy reading. The accelerated reading programme is beginning to promote reading effectively.
- School leaders recognise the importance of enhancing students' competencies by providing them with a wide range of resources in the library in Arabic and English.

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

For development:

- Implement a school-wide plan to connect the various initiatives to improve reading across the curriculum.

UAE Social Studies

- The UAE social studies curriculum is adapted and mapped across the different units of inquiry in PYP and MYP. It meets the needs of all students.
- Students enthusiastically share their knowledge and collaborate well during the majority of lessons. There is some use of technology to support research.
- During lessons and in their recent written work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- Internal assessment information indicates that the majority of students make better than expected progress from their individual starting points.

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

Innovation

- The school has begun to create a culture of innovation by providing a range of activities for students to think creatively and to work independently, particularly in the DP section of the school.
- Students' have a good work ethic. Innovation is not embedded in the curriculum but is focused instead on individual projects.
- The school encourages student initiatives well in the PYP, but inconsistently in the other phases. Critical thinking is promoted through open-ended questioning, but the modification of teachers' lesson plans is limited.
- The English curriculum and extra-curricular activities provide many innovative opportunities. In PYP, a writing club gives students the opportunity to publish their own stories professionally. Students make some social contribution, but external partnerships to support innovation are limited.
- Leaders encourage innovation but have not embedded it systematically within the curriculum.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Very good	Good	Acceptable ↓

- Internal assessment data indicate that both attainment and progress are good in PYP and MYP. Lesson observations and scrutiny of students' recent work indicate that PYP and MYP students achieve above curriculum expectations. In DP, outcomes are only in line with expectations.
- Students in PYP illustrate secure knowledge and understanding of the Pillars of Islam, Islamic etiquettes and Islamic values. In MYP, students' knowledge of Seerah is above expectations, and they can discuss some of the Prophet's (PBUH) stories.
- Students' ability to discuss Islamic concepts and relate them to real-life applications is one of the strengths in PYP. However, skills of recitation and memorisation of the Holy Qur'an remain underdeveloped across the school.

For development:

- Provide tasks that enable students to link what they learn to real-life situations.
- Ensure that the recitation skills of the Holy Qur'an and Hadith are firmly embedded in all areas of learning.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good ↑	Good
Progress	Not applicable	Good	Good	Good

- The majority of students develop above-expected levels of knowledge and skills during lessons and in their recent work. However, internal assessment data shows even higher attainment. MYP and DP students perform better than those in PYP. Overall, girls make slightly better progress than boys.
- Students understand spoken and written texts of different types and lengths. They can analyse information and can write short texts and extended, descriptive and reflective essays. They know their own strengths and weaknesses. Younger students produce simple sentences and short conversations, but their understanding and application of the rules of spelling and grammar are less secure.
- Students' engagement in more extended reading has improved greatly this year and has helped enhance students' knowledge and language skills.

For development:

- Improve students' accuracy in spelling and grammar by providing more precise feedback on their written and spoken language.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good ↑	Good	Not applicable

- During lessons and in recent work, the majority of students demonstrate above the expected levels of knowledge and language skills. Girls attain better than boys. Progress in MYP is similar to that in PYP. Internal assessment data show higher attainment and progress in both phases.
- Students' listening and reading skills are strongest. They understand spoken and written, short and medium-length texts and apply a range of vocabulary to everyday topics. Their speaking and independent writing skills are less secure. Most can only write simple sentences and engage in short conversations.
- Reading skills have improved since the previous inspection in response to more opportunities for students to read and apply language to real life. However, too many tasks remain excessively controlled or guided by the teacher, which limits students' creativity.

For development:

- Develop students' writing and speaking skills by providing them with more opportunities to practise the language more freely.

English

	KG	PYP	MYP	DP
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Good

- KG children make good progress in acquiring basic skills. The majority achieve above the curriculum expectations. In PYP and MYP, students' results on external tests are mixed but are mostly acceptable. The few students in the DP demonstrate good language skills.
- The speaking and listening skills of most students in all phases are good and enable them to make progress in all the disciplines taught in English. Their reading skills are variable, but students of all ages are persistent readers. Their writing skills range from weak to good but are mostly of an acceptable quality.
- Students' reading and writing skills have improved since the previous inspection, partly because of the increased opportunities for supervised work during lessons or in the library. The more able students are not sufficiently challenged to meet their potential.

For development:

- Ensure that students read and write as frequently and as extensively as possible.

Mathematics

	KG	PYP	MYP	DP
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable ↓	Good

- A majority of children in KG 2 can identify numbers and count successfully from one to 20. They can identify 2D and 3D shapes and can create and describe patterns using manipulatives in simple, mathematical language.
- Results in external benchmark assessments show that students achieve knowledge, skills and understanding at levels that are below the curriculum standards. Lesson observations and students' work indicate that students' progress in MYP is only acceptable, due mostly to the lack of rigour in applying the scope and sequence of the curriculum.
- A greater emphasis on using mathematical language during discussions is providing students with greater confidence in explaining their work. The recent initiative of encouraging students to develop their own problems is enabling them to think critically. Their research skills are underdeveloped across the school.

For development:

- Ensure that appropriate tasks are planned to enable students, especially the most able, to make more accelerated progress.

Science

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- KG children's understanding of scientific concepts and inquiry skills are developing well. The majority of students in PYP make better than expected progress from their starting points. In the other phases, students' achievement is above IB curriculum expectations due to their developing critical thinking and problem-solving skills.
- Students demonstrate basic understanding of scientific thinking and investigative skills in MYP. Independent investigative skills are developing features in the KG and PYP. In DP, students' reasoning and interpretation skills are strong.
- The units of inquiry in the KG and MYP help students acknowledge the relevance of science to their local environment and the world beyond. However, practical investigative skills and scientific research are not sufficiently developed in any phase within the school.

For development:

- Provide more frequent opportunities for students to develop practical laboratory skills and to carry out research in all phases.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- Students increasingly take responsibility for their own learning. They engage well and enjoy their lessons. Almost all, including those in the KG, communicate their learning clearly. Collaborative learning is strong when students are given opportunities to work in groups. This is most effective in the upper two phases.
- Most students show considerable self-confidence. They are aware of their strengths and weaknesses and set targets for themselves. However, students' ability to link areas of learning and to apply knowledge in new contexts is inconsistent across the disciplines. This is most evident in Arabic and English lessons.
- Students have increased their ability to think critically and to solve problems. However, this is not consistent in all subjects due to the lack of challenge in some lessons. Students' research skills and their application of technology in lessons are underdeveloped.

For development:

- Provide more opportunities for students to collaborate in lessons, use technology for research and make meaningful connections between different areas of learning.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good

- Almost all students demonstrate positive attitudes and self-discipline. In MYP and DP, students respond well to critical feedback. Relationships are generally positive. They are respectful towards their teachers and school staff. They are courteous towards each other, which creates a positive learning environment.
- In each phase, most students show a secure understanding of how to stay safe and healthy. Many participate in fitness challenges during their physical education lessons.
- Overall, attendance is good. The school is developing processes to ensure that students arrive at school and lessons on time. However, punctuality in the morning continues to be an area for immediate improvement.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Very good

- Students generally exhibit very good understanding of Islamic values and appreciate how they influence the multicultural society of Dubai. For example, they cite charity, compassion and forgiveness as such values. Children in the KG display this particularly strongly.
- Students have high levels of awareness of the UAE's culture and heritage. They can explain confidently some of the major events in recent history and know the significance of Sheikh Zayed's leadership. They can identify Emirati sports, such as falconry, and the traditional majlis for social gatherings.
- While students demonstrate very good understanding, awareness and appreciation of their own culture, their knowledge and understanding of wider world cultures is underdeveloped.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Good	Good	Good	Good

- Students acknowledge their responsibility and actively contribute to the community. Some show their empathy for others by volunteering in a centre for the elderly, while others have raised funds to build wells in India and Mauritania. Senior girls display their social responsibility best.
- Most students in all phases have a responsible attitude to work. Many participate in activities, such as the young author award or the Dubai marathon. Some act as Happiness Ambassadors. However, many remain reliant on the school to lead initiatives. Innovation is not sufficiently embedded in the school.
- The students' council initiates projects to help the less fortunate. Students are aware of environmental issues both within the school and beyond. Recent projects related to recycling and water conservation allow students to develop some understanding of sustainability.

For development:

- Embed innovation as an integral part of the curriculum in all subject areas.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- The quality of teaching is strongest in the KG and PYP. In all phases, teachers have thorough knowledge of their subjects and how students learn. Lessons are usually well-planned and meet the learning needs of most students.
- Teachers make effective use of various resources, including technology, to ensure that students make good progress in most key subjects. In the KG and PYP, skilful teaching promotes the development of students' inquiry and independent learning skills.
- Teachers promote problem-solving, research and inquiry skills to various degrees across the subjects and phases. High expectations of students and opportunities for reflection are common features of the better lessons, where teachers also provide differentiated tasks based on the analyses of assessment data.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- Internal assessment processes are linked to the school's curriculum standards. They are coherent, consistent and provide valid, reliable and comprehensive measures of students' academic achievements.
- Assessment information is analysed to identify strengths and weaknesses in performance and to identify curriculum gaps. The use of this information in curriculum modification and lesson planning, to match work to students' learning needs, is variable across the subjects and phases. Not all teachers fully understand the implications and use of external test data.
- Self-assessment and peer-assessment are common features of some lessons. However, there is inconsistency in the marking of students' work and in the quality of teachers' written feedback.

For development:

- Promote higher expectations of all students and provide more opportunities for them to develop their critical thinking and problem-solving skills.
- Ensure that teachers make full use of the available assessment information to meet the learning needs of all students.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum has a clear rationale that is largely based upon the International Baccalaureate scope, sequence and learner profile. It is balanced and compliant with all requirements. Continuity of learning between phases is smooth for most disciplines.
- The curriculum is relevant and provides students with a balance of knowledge, skills and understanding. Students have some choices in learning during lessons, and DP students have more options since the previous inspection. In the PYP and MYP, common concepts are mapped more effectively within and between disciplines.
- The effective review and development of the curriculum have resulted in good provision for almost all students, particularly with regard to meeting their personal development needs.
- Moral education is integrated within the PYP curriculum and taught in discrete sessions in MYP.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Good	Good

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. This is most successful in PYP and MYP English lessons. The adaptation of the curriculum to support students of determination has improved since the previous inspection.
- The curriculum is enhanced by a range of opportunities that address the interests of most students. For example, there are five different sports, four arts and two modern language activities. There are opportunities for innovation in the robotics activity.
- A variety of activities and community links enhance students' understanding of Emirati culture and the UAE's multicultural society. For example, there is an after-school activity to enrich students' understanding of the Holy Qur'an.
- Arabic is integrated within the teaching of different subjects in the KG for about 20 per cent of the time.

For development:

- Improve transition for students in mathematics and science as they move from Grade 5 to Grade 6.
- Ensure that students are suitably challenged, especially in English and mathematics lessons, so that individuals make the best possible progress.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has rigorous safety and child protection procedures in school and for school transportation. All staff and students are aware of the school's child protection policy. The supervision of students and the medical services are robust. Bullying is rare at school.
- The school buildings and equipment are maintained to a very good standard. The school meets all legal and regulatory requirements, including emergency evacuation drills. The school records and responds promptly to any incident or maintenance requirements. There are appropriate measures and access for students with impaired mobility.
- The school promotes a safe and healthy lifestyle. Food options provided in the school canteen are monitored carefully. Students are encouraged to adopt healthy lifestyles, which include their full participation in the Dubai Fitness Challenge.

	KG	PYP	MYP	DP
Care and support	Very good	Good	Good	Very good ↑

- The very good relationships between staff and students result in a well-ordered and caring learning environment. The school behaviour code is followed by the school community, and most students demonstrate good levels of self-discipline.
- The efficient school systems promote good attendance, and recent progress has been made in students' punctuality. A range of assessment procedures enables the accurate identification of students of determination. Focused interventions ensure that most receive a good level of personalised support, which helps them make progress in their work across most subjects.
- Provision for care, support and academic advice is available. The school counsellor, clinic staff and the inclusion team provide expert individual guidance. Most senior students receive informed career advice that enables them to plan for university or for work.

For development:

- Monitor and improve students' punctuality in arriving at school.
- Investigate alternative pathway options, especially for older students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and school leaders are committed to providing high levels of support and inclusive education for students of determination. Provision is well organised by the inclusion team and supported well by the inclusion governor.
- Improved assessment systems identify needs accurately and include reports from specialists, where necessary. Intervention programmes, aligned to individual profiles, support a wide range of needs. Since the previous inspection, the school has put into place a system to identify students with gifts and talents.
- Partnerships with parents are positive and highly productive. Regular reports are supported by formal meetings and workshops for parents. Parents confirm that they are pleased with the personal advice they receive and the good quality of support for their children.
- Individual education plans (IEPs) indicate a clear direction for improvement and focus well on each student's prime need. However, a few plans do not include measurable steps to support accurate monitoring. In some lessons, these plans are not used sufficiently in preparing individual or group tasks.
- Students of determination receive effective support from teachers, learning support assistants and the inclusion team. Additional staffing in the upper phases has enabled support to target improving students' attainment and progress. The direct support from the inclusion team ensures consistently good learning. However, progress is hindered when subject teachers do not appropriately modify the learning activities.

For development:

- Ensure that all teachers use IEPs to modify the curriculum for individuals and groups to meet their needs in all lessons.

6. Leadership and management

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

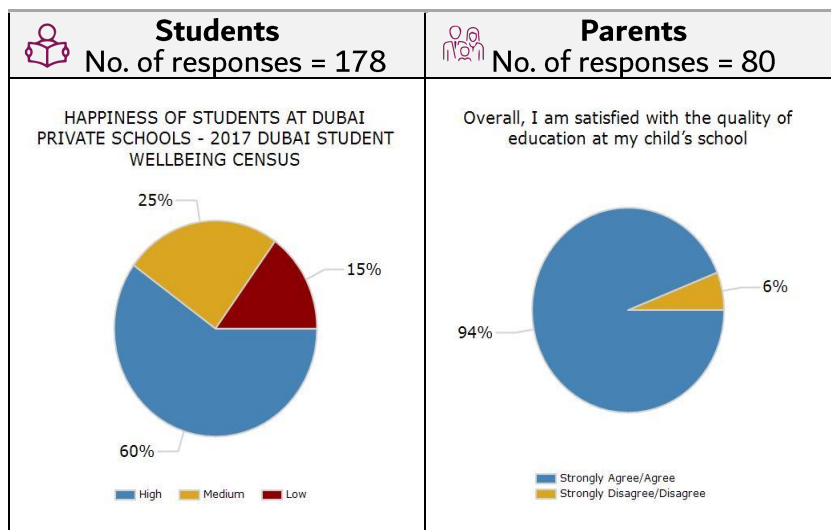
- The leadership team has a clear vision for the development of the new, stimulating learning environment. Although the monitoring of teaching and learning has addressed the performance of individual students, the overall rate of progress has not increased. However, leaders have introduced new systems to hold leaders and staff at each level accountable for students' progress.
- The school's self-evaluation illustrates difficulties in interpreting student data accurately. This has limited the school's success in responding to the recommendations of the previous inspection report. Leaders do have a very clear and appropriate plan for making effective use of the new learning environment. Through recent initiatives, they are addressing the need for extended governance, distributed leadership and increased accountability across the school.
- The school is held in high regard by parents, who greatly value the extensive opportunities they get to contribute as effective partners in their children's learning. They are kept very well informed about their children's progress and attainment through regular, formal and informal, meetings and through the school's open-door policy. The parents' council plays a significant role in the life of the school, providing workshops and establishing close links with the local and UAE communities.
- Since the previous report, the owners and governors have become highly proactive in the strategic management of the school. They are carrying out a substantial development of a state-of-the-art learning facility to meet the 21st century needs of the student population. They have extended the board membership to ensure that their capacity to hold school leaders to account is more robust. In this new charter, they have already formalised and enhanced the role of the parents' voice.
- The school continues to be managed well, providing students with adequate resources. The development of the new school campus is under way and scheduled for imminent occupation. These physical changes are supported by a new organisational structure, for which most human resources have been recruited. Since the previous inspection, this increased capacity has been reflected in the enhanced provision in support of students of determination.

For Development:

- Focus self-evaluation more accurately on the progress of individual students.
- Form more international links that go beyond the UAE to help enrich students' educational experiences.

The Views of Parents and Senior Students

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



 Students	Two thirds of students who responded to the survey feel that there are adults who are important to them at school. Almost all students suggest that they get on well with their teachers. A large majority believe that they can learn and do well. Just over half the students feel that there is some verbal or social bullying at school. Very few are concerned about cyber-bullying. The inspection noted that teacher-student relationships are very good.
 Parents	Almost all parents who responded to the survey are positive about their children's education. They recognise that their children are safe and cared for. They feel that school staff listen to them, act on their views and provide them with useful information about their children's performance and how to support them at home. This was borne out strongly during the parent interviews undertaken as part of the inspection.

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