

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

Inspection Report 2018-2019

H. H. Shaikh Rashid Al
Maktoum Pakistani

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
Pakistani



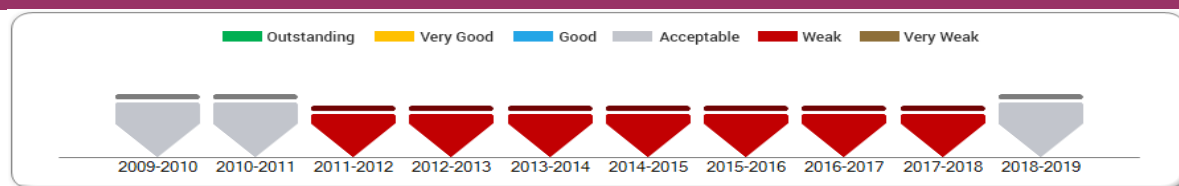
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1995
	 Website	www.sramps.ae
	 Telephone	042988303
	 Principal	Mr. Imran Waheed
	 Principal - Date appointed	1/28/2018
	 Language of Instruction	English
	 Inspection Dates:	15 to 18 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	1197
	 Number of Emirati students	0
	 Number of students of determination	26
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	84
	 Largest nationality group of teachers	Pakistan
	 Number of teaching assistants	8
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	2
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	Pakistani
	 External Tests and Examinations	FBISE
	 Accreditation	Yes
	 National Agenda Benchmark Tests	Click here to enter text.

School Journey for H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Most students' work is broadly in line with curriculum standards. Attainment in primary science has improved. In Arabic as an additional language it remains weak. There are variable results in internal tests, but they are beginning to show more consistently acceptable outcomes. Students make acceptable progress when considering their attainment in international tests. Students' learning skills have improved in primary.
- Students are enthusiastic learners who value the care and support which they receive. They are supportive of their peers and consistently behave well. Students have a good understanding of Islamic and Emirati culture, and this pervades school life generally, but especially in classrooms. Students have good potential to be innovative and creative in their learning

Provision for learners

- The professional development of teachers is effective. Teaching is now acceptable in all phases. There is much improved lesson planning, which indicates how the learning environment, increased pace in lessons and improved resources are accelerating learning. Insufficient attention is given to the potential of each student and the different levels of challenge that are needed to ensure that they achieve individual and group targets.
- Teachers have improved their knowledge of students' attainment. They regularly use appropriate processes to assess progress, and are beginning to measure outcomes against internal and external standards. They recognise that they do not analyse data effectively in order to modify their teaching. Consequently, not all students are appropriately challenged to achieve their full potential.
- The curriculum meets the requirements of the Pakistani Board Curriculum. Teachers plan appropriate age-related tasks. Cross-curricular links are deepening subject understanding, but learning skills are less well promoted. The school meets all statutory requirements for its curriculum. However, provision for the creative arts and sport is underdeveloped and the curriculum is not appropriately modified to challenge the most able students.

Leadership and management

- The new principal has introduced school improvement strategies to good effect. His initial vision included professional training that is improving leadership qualities and teaching practices. The school now has enhanced resources and is a safe and happy place in which to work and learn. The governing board and senior leaders know that there is an acceptable baseline from which to evaluate the next stage of their vision to continue to raise standards.

What the School does Best:

- The inspiration and skills of a dedicated principal who is motivating staff to improve the school over a short period of time
- The personal and social skills of all students, especially the older ones, enabling them to respond well to new challenges
- Students' good understanding of Islamic values and Emirati culture, and the way in which they apply this understanding to their formal learning, especially in the high school
- The school's good partnerships with parents and the local community, and especially the joint professional development with neighbouring schools.

Key Recommendations:

- Improve teaching in all phases by ensuring that the levels of challenge in lessons match individual student needs and abilities, and are closely linked to internal and external curriculum standards.
- Provide a wider skill-base of governors and make them more accountable for the improvement of learning resources and school standards.
- Increase all students' attainment in Arabic as an additional language by providing more motivating lessons and the accurate use of assessments.

Overall School Performance

Acceptable ↑

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Acceptable ↑	Weak
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable +
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable ↑	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑
Care and support	Acceptable	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	Acceptable ↑
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.).

Schools Progression in International Assessments

is approaching expectations

- The school's progression in international assessments is weak. The average TIMSS scores in Grade 4 for mathematics and science and Grade 8 for science dropped between 2011 and 2015. The Grade 8 score in mathematics rose and met the target score. In PISA tests which 15-year olds sat in 2016, the scores for reading and science were acceptable. The score for mathematics was good. Progression in the National Agenda Parameter was acceptable in mathematics and weak in English and science. Scores in ISA tests compared with the CAT4 measures of students' potential indicate that the best progress is made in mathematics, with no progress in science and better than expected progress in reading.

Impact of Leadership

is approaching expectations

- The school's National Agenda action plan is broadly appropriate. It does not fully tackle recommendations from N.A.P. reports. Leaders analyse assessment data and are working to validate and improve internal tests, modify the curriculum and improve the quality of lessons. Staff are starting to use assessment data and information on cognitive potential to meet students' learning needs.

Impact of Learning

is below expectations

- Students do not get enough opportunities to retrieve information and critique it, or compose an extended, reasoned argument based on it. Much of their learning is teacher-directed. Similarly, they do not have sufficient opportunities to enquire and explore concepts independently. For example, mathematics teachers often tell students a formula rather than encouraging them to work it out for themselves with guidance.

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

For Development:

- Prepare students more effectively for N.A.P. tests and for external international assessments, particularly TIMSS.
- Build on the progress already made by ensuring that external assessment reports are used more effectively to improve the curriculum, teaching and internal assessment procedures.
- Broaden teaching approaches to encourage students to develop skills in critical thinking, enquiry and research.

Reading Across the Curriculum

- The school is developing evaluation of reading skills to measure students' progress and the impact of recently implemented strategies and resources.
- Students use a range of strategies. Children in KG blend letters to make words. Senior students access digital clues and advanced techniques to understand subject-specific technical terms.
- The library facilities and resources are not adequate to support students' engagement in reading and research effectively.
- Leaders at all levels understand the priority of improving students' reading skills in all their learning. They do not have consistent monitoring tools to measure progress across subjects.

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

For development

- Ensure that all teachers fully understand their responsibility for the development of reading skills across students' learning.
- Subject leaders should monitor the effectiveness of improvement strategies and students' reading progress in each subject.

UAE Social Studies

- Students receive the appropriate amount of time in the week for social studies, and teachers have an acceptable knowledge of the UAE social studies curriculum.
- Lessons enable students to link Islamic values to their understanding of their personal behaviour, respecting their peers, sharing with others in need, and raising money for charity.
- Students have a good understanding of Emirati heritage and culture. They discuss Emirati history, participate in the UAE national celebrations, and are proud of the rulers' efforts for fast-paced development.
- Students make good progress in understanding their own culture and the cultures of other Arab countries within the school. Their understanding of other world cultures is still developing.

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

Innovation

- Innovation is almost always equated with problem solving and group work, with insufficient attention given to students' learning capacity, methodology and the skills to think innovatively.
- Students are very capable of taking responsibility for their own learning and group projects. Too often, teaching does not require students to take initiatives in their learning.
- Teachers plan to include critical thinking and the development of learning skills, but inconsistently demonstrate what this means and do not model the necessary skills.
- Efforts are being made to nurture student innovation skills through projects, newsletters and other entrepreneurial activities. However, there is not enough focus on innovation in lessons or in cross-curricular projects.
- Leaders' understanding of innovation is based on student enjoyment and social interaction. They do not prioritise the development of original thought, successful enterprise, volunteering projects and the use of advanced technologies.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Good ↑

- Progress and attainment in primary and middle remain acceptable because teachers do not have enough understanding of age-related standards. High school students have a greater understanding of Islamic culture because better provision is accelerating their progress.
- Younger students are aware of the early life of the Prophet (PBUH) and can apply the ablution steps correctly. Acceptable progress is being made to perform Salah and to understand the importance of voluntary prayer and other forms of worship.
- Progress accelerates when students have the opportunity to apply their understanding independently to real-life contexts. Progress decreases when learning is reliant on textbooks. High school students make good progress in their understanding of the rules and manners of established Islamic family life.

For development:

- Ensure that traditional rules and every-day manners are linked more consistently with the study of current issues in an Islamic society.
- Improve skills in recitation linked to holy quotations that support modern Islamic issues.

Arabic as an Additional Language

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

- Data from internal assessments indicate that students' attainment and achievements are acceptable. However, the data are based on tasks that are too easy and too often repeated. Students' vocabulary, listening skills and expressed understanding are too low when compared with the expected Arabic curriculum standards.
- Students' attainment in writing in all three phases remains weak. Writing activities are limited to copying a few words and to the creation of short sentences. Students lack correct structure and fluency in their oral skills. Work is more challenging in the middle phase, and progress is better than in the other two phases.
- There are too few opportunities for students to read in Arabic.

For development:

- Improve student motivation and independent learning by providing interesting lesson tasks that include real-life contexts and appropriate language.

English

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Almost all students are making expected progress as indicated by curriculum standards. In KG, children are beginning to make better progress in all four skills. Progress slows when they move to their primary classes.
- Most students have an acceptable understanding of grammar to underpin their writing. They are successfully extending their vocabulary and are making good progress in expressing themselves clearly. When they leave high school most students are articulate in spoken English and can write for a variety of purposes.
- Students' reading aloud is reasonably fluent, but higher order comprehension and reading skills are underdeveloped. They do not routinely use appropriate techniques to work out unfamiliar words or to read critically. Insufficient attention is given to improving reading through providing access to a wider range of books.

For development:

- Set personal literacy targets to ensure that students understand what they have to do to improve their work.
- Develop higher order reading skills in all phases to enable students to read critically, and in particular, develop literacy skills that are appropriate to the 21st century.

Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Most students make appropriate progress against their measured potential. In KG, children make acceptable progress in number and shape. In the other phases, most students achieve in line with curriculum standards.
- In primary, simple calculation skills and understanding of basic shapes are adequate. Algebraic skills are developed to an appropriate level in the middle phase, though measuring skills are less so. In the secondary phase, students perform well in algebra. At all phases, skills in problem solving are less well developed.
- Mathematics teachers have had some success in developing students' abilities to apply their knowledge. Progress and attainment remain at acceptable levels. Results in board examinations in the middle and high phases are too low, as is the proportion of students achieving beyond curriculum standards.

For development:

- Improve the attainment of students in external examinations.
- Develop problem-solving skills more effectively.
- Provide appropriate challenge so that more students achieve beyond curriculum standards.

Science

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Students' attainment and progress in all aspects of science are similar across all phases. Students in the primary phase are improving their scientific understanding. This improvement is reflected more in students' work in lessons and in their written work, but not in internal and external curriculum tests.
- Across all phases, students' practical and enquiry skills are developing satisfactorily. Older students have many opportunities to lead lessons, to carry out practical group investigations and to work independently. In KG, the development of children's investigative skills is more variable.
- Students' skills in problem solving, critical thinking and analysis are developing adequately. However, primary students could be challenged more in their deeper level thinking, and given more responsibility for their own learning.

For development:

- Provide students, in all phases, with more opportunities to develop their independent skills of investigation, problem solving and the evaluation of initial hypotheses.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Students engage well in lessons in all phases and apply themselves diligently to their work. In science, in the middle and high phases, students lead lessons and take responsibility for their own learning. In other subjects, students rarely initiate their own learning.
- In all phases, students are enthusiastic learners. They interact well in groups and enjoy sharing ideas. Research and problem solving are not strong features, as students have few opportunities to explore freely, investigate or think critically. In mathematics, more open-ended questions and problem solving make a greater impact.
- Students can link their learning to their own experiences. In primary, thematic approaches strengthen links between subjects and enhance understanding. Opportunities to use technology in classrooms to improve learning are too infrequent, creating a significant barrier to raising standards and students' achievements.

For development:

- Integrate critical thinking skills into lessons so that they are key features of learning.
- Provide more opportunities for students to use their initiative to direct their own learning and to research solutions using technology.

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

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Very good ↑

- In all phases, students' attitudes are positive. Students, particularly in the high school, are self-reliant and confident individuals. They respond well to helpful feedback when it is provided. They are respectful of one another and of their teachers.
- Students are well behaved in class and around the school. They are eager to learn and to succeed. Monitors and prefects are good role models for younger students, and encourage their peers to follow school rules.
- All students understand the necessity of having a safe and healthy life style. They indicate that the school has been transformed into a safer place to learn. Attendance is good, and students arrive punctually to school and to their lessons.

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

- Understanding of Islamic values and of students' own culture is good across all phases. Students have a real awareness of the both the main features of UAE culture and the common areas between UAE and Pakistani cultures.
- Emirati heritage, traditions and daily life occurrences are celebrated well. The display of the national flag and the celebration of Martyrs' Day are examples of the pride shown in belonging to an Islamic culture and in being part of contemporary life in the UAE.
- Students appreciate and respect their own culture. They also have acceptable knowledge of popular monuments from other countries, such as the Taj Mahal, the Pyramids and the Eiffel Tower. An appreciation of the arts, folklore and music of other cultures is presently underdeveloped.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, students contribute successfully to the life of the school and to their local community. They participate confidently in various projects that promote the school's aims and mission, for example in clean-up campaigns and charity work.
- Students demonstrate positive leadership skills through various groups and clubs, such the student council and the environmental club. Groups of students are developing their entrepreneurial skills through organising market days in the school.
- Students are aware of and understand the importance of looking after their school environment. For example, groups of students plant trees around the school and community. However, only small groups of students participate.

For development:

- Provide more whole-school opportunities to involve students in environmental projects and tasks that develop their self-reliance and innovation skills.
- Offer curriculum opportunities for students to learn features of global cultures, especially in the arts and music.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Most teaching remains acceptable with improvements in the primary phase. It has not improved sufficiently in Arabic as an additional language. More structured lesson plans are improving teachers' understanding of pace and progression in lessons. They set out clear learning objectives.
- Training to support teachers to understand students' different starting points and learning capacities is becoming effective. However, lesson plans too often underestimate the levels of challenge and support needed for different groups of students.
- Lessons that have a better balance of teacher and student talk are more successful. They include more challenging questioning and are increasing students' confidence and engagement. In less successful lessons, students are required to listen for too long and have limited opportunity to think deeply, and discuss and apply what they have learnt.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable ↑	Acceptable	Acceptable

- The quality of assessment of students' progress and attainment has improved in the primary phase. Internal assessments in middle and high are increasingly aligned to curriculum standards to enable teachers to track students' progress. In KG, children's progress is not effectively monitored.
- The use of assessment data to modify the curriculum and to enhance teaching approaches is improving. The impact of assessment on students' achievements is limited, especially when compared with external standards. Feedback to students on the quality of their work is not always helpful.
- Teachers have been working, with some success, to benchmark students' attainment against external national and international standards. They have improved some internal assessments, for example in mathematics, to reflect the problem-solving and reasoning questions needed in international tests.

For development:

- Build on recent improvements and use data more effectively to match tasks and activities in lessons to the learning needs of different groups of students.
- Give students helpful written feedback on the quality of their work so that they know what to do to improve in the next stages in learning.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The KG framework provides an appropriate rationale for early years learning. In other phases, the content and activities are age-appropriate and motivate students to learn. Improved links between subjects helps understanding, but many students are capable of further challenges.
- Following the FIBISE curriculum ensures continuity and progression in all phases. There are insufficient opportunities and activities for students to develop independent learning skills in the primary classes compared with other phases.
- Many lessons include reference to UAE and Islamic culture, adding real-life experiences to learning. Focused reviews are resulting in improved provision to meet students' needs. Creative arts and sport are underdeveloped across the school.
- Moral education is taught in all grades. Teachers are adequately building a standardised approach to engaging students in discussions on a range of moral issues. The language of instruction is English. Provision meets Ministry of Education (MoE) requirements.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school is making appropriate modifications to the curriculum. Efforts are being made to adapt learning tasks that best match students' abilities. Teachers inconsistently identify gaps in students' understanding or stretch them further with new tasks.
- The school curriculum is at an early stage in offering opportunities for enterprise, innovation, creativity and social contribution. Some projects and competitions for students are developing creative and innovative talents, but this area of the curriculum is largely underdeveloped.
- There is an increasing emphasis in developing the curriculum to promote students' understanding of UAE culture and heritage. These are supported further through daily assemblies, displays around school and national events.
- In KG, Arabic is taught for one forty-minute period per day.

For development:

- Improve learning experiences across the curriculum to provide opportunities for students to be more creative, active, enterprising and innovative.
- Provide teachers with the appropriate resources and training to enable them to adapt tasks to meet students' subject-specific needs and to develop their independent learning skills.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Health and safety policies, including safeguarding and child protection, are consistently applied across phases and understood by most staff and students. Students are supervised well around school and on school transport. Safety checks are frequent.
- Students' involvement in health and safety is an emerging strength. They are well informed about child protection matters and cyber-security. The library and inclusion room are inadequate spaces for the developing needs of 21st century learning.
- The school has made extensive improvements to the buildings and removed all potential risks to students' safety. Essential repairs have been prioritised. The premises are now more suited to students' needs. Students report that the improvements have had a positive impact on their learning.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Students' well-being and personal development are given a high priority through displays and reminders of the school's values. Older students have a key role in encouraging and modelling good behaviour.
- The school has had success in encouraging good attendance and punctuality through a system of rewards. Follow-up procedures quickly identify those students who do not attend regularly.
- The school is improving its systems for identifying students of determination and offers a range of specialist support to help them to make progress. Challenge and support in lessons is not consistently well developed. Plans to identify students with gifts and talents so as to help them to achieve their potential are at an early stage of development.

For development:

- Provide appropriate opportunities for students with identified gifts and talents to be appropriately challenged and supported to enable them to achieve their potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The Inclusive Education Action Team effectively ensures that inclusion is a shared responsibility and involves representatives from the whole school community. Professional development, better resources and involvement with external partners from neighbouring schools are improving teachers' planning to meet the needs of students of determination.
- The school is improving its processes for identifying students of determination and for reviewing their progress. Skilled specialist staff make increasingly effective and accurate use of assessment. Parents feel well informed about their children's progress through regular communication and involvement in reviews of individual programmes. The inclusion action plan aims to provide parents with knowledge and support to help their children further at home.
- Learning assistants and well-targeted programmes of support are helping students, particularly at the primary phase, to make progress. Curriculum modifications in lessons are not always responsive to students' personal, social and learning needs. They do not always promote independent learning.
- Students of determination are making acceptable progress in most subjects, including Arabic, particularly at the secondary phase. Improvements in tracking shows that the large majority is making progress towards the stated academic targets and social development goals.

For development

- Ensure that all teachers are confident and skilful in planning appropriate modifications to meet the needs of individual students and help them to overcome barriers to learning.

6. Leadership and management

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

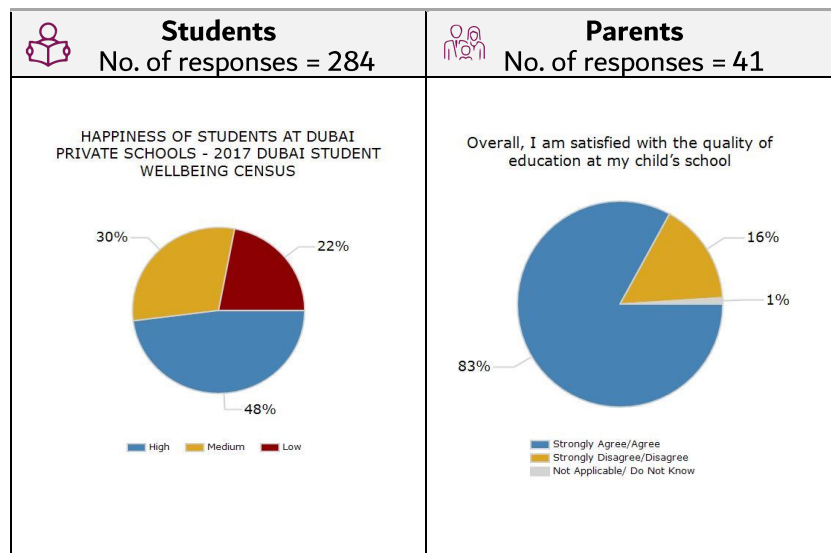
- The new principal has skilfully identified a clear and accurate baseline for school improvement. His passion for improvement is enabling him to inspire and guide other leaders to develop action plans that centre on students' achievement and well-being. By prioritising the professional development of other senior leaders, he is developing a competent team with acceptable knowledge of learning and teaching, curriculum and assessment, and statutory compliances. There is now a shared vision for the school's future.
- The responses to the recommendations of the last inspection are a strength of the present leadership. Staff are being trained to gather relevant evidence from their action plans. Best practices are recognised and shared with others. Development plans do not effectively focus on raising students' outcomes. School leaders have made improvements in some key areas since the last inspection and are developing their awareness of the school's strengths and weaknesses.
- Parents feel that they are now partners in their children's education. They are highly satisfied with the direction which the school has taken in the last year. Many partnerships in the community also support the school on its journey forward. Parents are regularly informed of their children's' progress. Progress reports do not provide information about individual students' skills and understanding and their next steps in their learning.
- The governing board has a growing influence on the school's leadership and its future. This has included the appointment of a visionary principal and improved representation of parents' views and relationships with the wider community. The governors have significantly influenced improvement in staffing and resources for the school. They have addressed all statutory requirements. The governing board does not have rigorous processes for monitoring the school's actions or for holding leaders to account for students' achievements.
- Leaders ensure the efficient daily operation of the school. There are sufficient qualified teachers to deliver the curriculum. Leaders organise relevant and effective professional development. A few teachers do not hold a teaching certificate. Improvements made to buildings and maintenance now ensure students' health and safety. Upgrades in classroom lighting and technology enhance the learning environment. The investment in new on-line language resources is having a positive impact on students' reading experiences. Library, canteen and sports facilities are limited.

For development:

- Continue to build the capacity, aligned with a whole-school agreed vision, to be more accountable for improving students' achievements.
- Monitor and evaluate more rigorously the levels of teaching and curricular challenges in all classrooms, but especially in the primary phase.
- The governing board should continue to invest in resources to achieve its set goals, and to hold the school to account if standards and achievements are not meeting agreed targets.

The View of parents and students

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



 Students	The majority of students who responded to the survey are happy at school. They indicate that they have feel they belong to the school community and that their teachers care about them and support them when needed.
 Parents	- Most parents agree that their children receive a good quality of education, work hard at school and are confident about their future. Many comment that the school is a safe place, and that students of determination receive good care. - Nearly all parents comment on the positive and happy outlook of their children, and that relationships with other students are positive. A significant number comment that they would like to be more regularly involved in daily school activities.

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