



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Sheikh Rashid Bin Saeed Islamic

Curriculum: MOE

Overall rating: Good

Read more about the school



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“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Dubai Academic City
Type of school	Private
Opening year of school	2002
Website	www.rid.ae
Telephone	04 3688532
Address	Dubai Academic City - Dubai- UAE- PO BOX:74544
Principal	Dr. Ahmed Mohammed Noor AlMuhairi
Language of instruction	Arabic
Inspection dates	22 to 24 February 2016

Students



Gender of students	Boys
Age range	12-18
Grades or year groups	Grade 6 to 12
Number of students on roll	108
Number of children in pre-kindergarten	None
Number of Emirati students	108
Number of students with SEND	20
Largest nationality group of students	Emirati

Teachers / Support staff



Number of teachers	24
Largest nationality group of teachers	Egyptian
Number of teaching assistants	0
Teacher-student ratio	1:5
Number of guidance counsellors	0
Teacher turnover	4%

Curriculum



Educational permit / Licence	MoE
Main curriculum	MoE 0
External tests and examinations	NAP, IBT
Accreditation	MoE
National Agenda benchmark tests	IBT

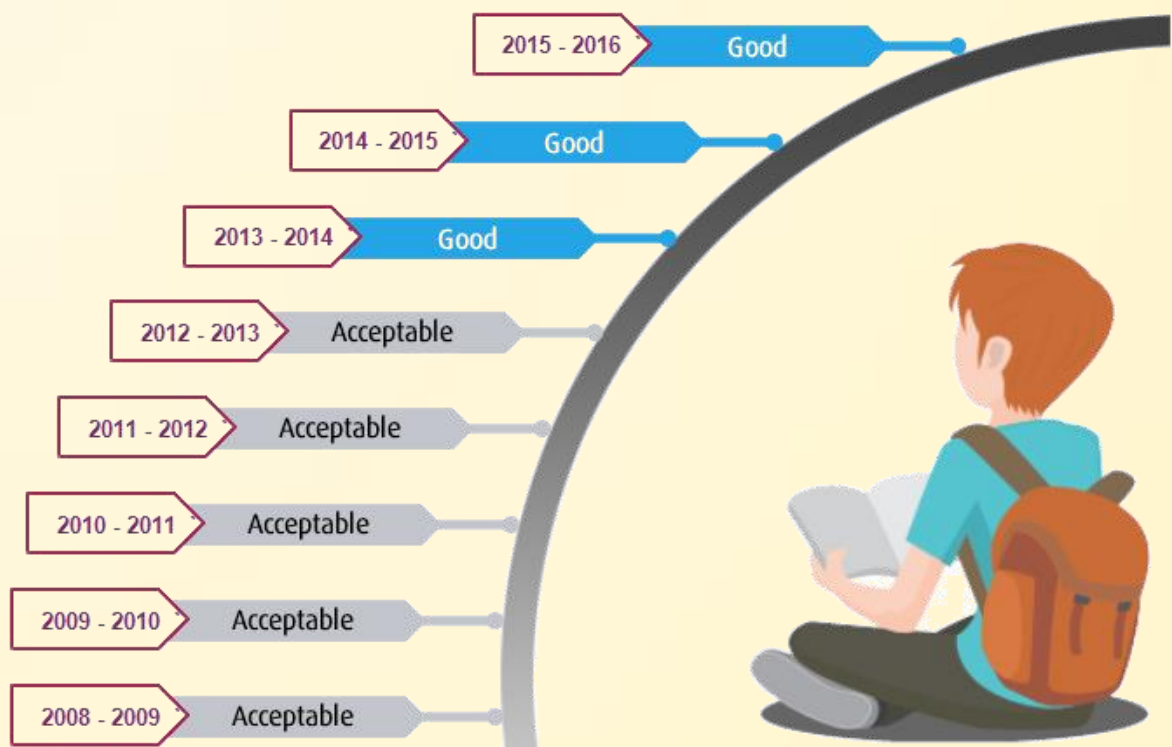


Summary for parents and the community

Sheikh Rashid Bin Saeed Islamic Institute was inspected by DSIB from 22 to 24 February 2016. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Sheik Rashid Bin Saeed Islamic Institute provided a **good** quality of education for its students.

- The students made good or better progress learning all of the key subjects. Attainment compared to curriculum standards was good in almost all cases. All students demonstrated good learning skills across the different subjects.
- The personal development of the younger boys was very good; it was outstanding amongst the older boys. Students showed very good understanding of Islamic values and had strong awareness of Emirati culture. Their understanding of wider world cultures was limited. Social responsibility and innovation skills were good, but their environmental awareness was less than expected.
- The quality of teaching was good overall and best in science lessons. The assessment of learning was likewise good overall, but some teachers were unable to use the results of assessments to focus their lesson plans closely on their students' individual learning steps.
- The curriculum was generally well designed and implemented and it was adapted sufficiently well to meet the needs of most, but not all, students.
- The school's provision for the health and safety of students was very good. The care, guidance and support of students was of good quality overall.
- The leadership of the school was good, as the leaders had an accurate understanding of the school's strengths and what needed to be improved. Leaders worked together effectively and demonstrated the capacity to make further improvements.



What did the school do well?

- The students made very good progress in Islamic education and good progress in Arabic, English, mathematics and science.
- The students showed good learning skills and strong personal and social development.
- There was good quality curriculum, teaching and assessment of learning.
- There was good protection, care, guidance and support of students.
- There was good overall leadership of the school.



What does the school need to do next?

- Raise students' attainment in English to exceed international standards in Cycle 2.
- Improve the quality of curriculum adaptation by teachers in lessons, so that all students have their individual learning needs addressed.
- Improve the identification of, and quality of support for students with SEND and the gifted and talented students, so that all make at least good progress in the key subjects.



How well did the school provide for students with special educational needs and disabilities (SEND)?

- The parents of students with SEND received regular reports, often weekly but at least twice a term, on the progress of their children.
- Good communication systems were in place to keep parents informed and parents could visit the school and meet teachers to discuss their children's needs at any time.
- Parents received the weekly plans of work for their children. Systems to involve parents more in the learning plans for their children were developing.
- Support and guidance for parents was in line with the support and guidance given to all parents. There were no plans to give any extra support or guidance to parents of students with SEND.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school did not meet the registration requirements of the National Agenda Parameter.
- Progress towards meeting the National Agenda targets was as expected.
- The school community was broadly aware of the National Agenda, but there was no extensive advertising or promotion of it around the school, or on the school's website. The National Agenda featured as a standard discussion topic in leadership, curriculum, teaching and assessment meetings. It also appeared in the school development plan as the first priority, and in all department, cycle, and subject plans. There was a rigorous commitment to the National Agenda and the school and its wider community members were aware of its importance.
- The curriculum was reviewed and modified in relation to students' performances and the results of PISA and TIMSS assessments. Necessary improvements were made to give a higher level of focus to developing students' problem solving skills, particularly in relation to real life contexts.
- Recent IBT test scores revealed that the school needed to make further modifications to the curriculum and senior leaders had planned meetings with subject leaders to do this.
- Teachers had begun to embed critical thinking opportunities in their lesson plans. These were found in science lessons but less featured in English and mathematics lessons. Students made independent use of a range of learning technologies in lessons. They had access to a wide range of online learning websites to support their research and the development of inquiry and problem solving skills.

Innovation in education

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

Promoting a culture of innovation:

- Leaders had responded to the national innovation agenda by receiving external training about how to promote a culture of innovation. In respect of the curriculum, they had identified where they could promote innovation in teaching and learning, but there was no strategic plan for expanding this beyond the MoE curriculum. Students were encouraged by their teachers to think about innovative solutions during activities sessions and in some science lessons, but this was limited elsewhere. The school did not have a dedicated space or environment for promoting innovation.



Overall school performance

Good

1. Students' achievement

		Cycle 2	Cycle 3
Islamic education 	Attainment	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑
Arabic as a first language 	Attainment	Good	Very good ↑
	Progress	Good	Very good ↑
Arabic as an additional language 	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
English 	Attainment	Acceptable	Good
	Progress	Good	Good
Mathematics 	Attainment	Good ↑	Good
	Progress	Good	Good
Science 	Attainment	Good	Good
	Progress	Good	Good

	Cycle 2	Cycle 3
Learning skills	Good	Good

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

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

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very good 	Very good 
Care and support	Good	Good

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Cycle 2

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

- Assessment data showed that a large majority of students attained above the expected levels for Islamic education. In lessons and in their recent written work, a large majority demonstrated strong knowledge and understanding of the Hadeeth and Sharia law. They showed advanced knowledge and application of rules of the Holy Qur'an recitation skills and Fiqh. For example, Grade 7 students compared Sharia and UAE civil law in divorce cases. Grade 8 students could explain the meaning of the Sourah of Nuh and made connections to real life situations. The large majority of students were making better than expected progress against their starting points.
- In Arabic, assessment data, lessons and students' recent work showed that a majority of students showed good skills in listening, speaking and reading. They demonstrated strong knowledge of level appropriate grammatical concepts. For example, students in Grade 6 were able to read and comprehend short story books and present key ideas in their stories. Students in Grade 8, used five different types of similes in sentences effectively and were able to compare differences between them and when to use each type. The majority of students made better than expected progress over time and in lessons.
- In English, the internal and national assessment results showed that students' attainment was above average. However, when benchmarked against international test expectations, their attainment was acceptable. Trends in students' attainment and progress had improved over time, due to effective teaching and teachers' increasing awareness of the progress of individual students. Students' writing skills in Grades 7 and 9 compared well with those of students across Dubai and the UAE. Progress by different groups of students was good, including those with SEND.
- The majority of students attained mathematic standards above the MoE curriculum expectations for their ages. Their attainment had improved over the past three years. Their progress in lessons and over time was at least good. The good curriculum and good quality of teaching enabled students to make accelerated gains in their knowledge and skills. They could apply mathematics to solving problems in Dubai and the UAE. A few students, particularly those with SEND and the most able, were not appropriately challenged in lessons.
- Students' attainment and progress in science against the MoE curriculum standards were good in all three year groups. Students continued to build on previous learning about the four content areas of life, physical, earth and space sciences. Students developed and used models, planned and conducted investigations, analysed and interpreted data, used mathematical and computational thinking and constructed explanations in daily practical investigations. They developed usable knowledge to explain real world phenomena. The National Assessment Programme (NAP) tests of Grade 7 boys showed improvement over four years, with the 2015 results being better than both the UAE and Dubai averages. Students' attainment as measured by the International Benchmark Tests (IBT) showed generally good levels of attainment, strongest in the life sciences.

Cycle 3

Subjects	Attainment	Progress
Islamic education	Very good ↑	Very good ↑
Arabic as a first language	Very good ↑	Very good ↑
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the large majority of students memorized a good number of Sourahs in the Holy Qur'an with a very good application of recitation skills. They had well established knowledge and understanding and skills in Islamic concepts, Sharia, Aqeeda and Seerah of the Prophet Mohammad (PBUH). For example, Grade 12 students demonstrated understanding of the impact of 'Ijtihad' in contemporary modern society. Grade 10 students were applying a wide range recitation rules in new Sourahs and could explain how those rules were to be applied. The large majority of students made better than expected progress against their starting points. Their progress in lessons was good.
- In Arabic, the large majority of students attained above the expectations of the curriculum, as shown by internal and external assessment data. They had developed skills in reading a variety of Arabic genres; religious, literary, and expository. They also showed strong listening and speaking skills. For example, students in Grade 12 read, researched, and discussed the concept of justice in Islam and connected it to happiness and tolerance in Emirati society. They wrote coherent and interesting short stories. The large majority of students made better than expected progress during lessons and over time.
- Students' attainment in English in Cycle 3 was good. Assessment results moderated against English curriculum standards set by the Ministry of Education were well above average. When placed alongside international expectations for language acquisition, their attainment was good. On balance, students' skills in speaking and listening, and their understanding of grammatical conventions in writing were better than their skills in reading and writing extended passages. Students' progress over time were good. Students with SEND were making similar progress to others.
- Students' attainment in mathematics was good over the past three years, and remained good, particularly as evidenced by their MoE assessments. Their progress was also good in lessons and over time. This was because most students had opportunities to accelerate their skills development because of expert and specialist instruction. They were supported by challenging online learning resources, which they independently accessed. The most able students were not always fully challenged to achieve higher level outcomes.
- Students in science built well on the ideas and skills developed in Cycle 2. This allowed them to explain the phenomena central to physical, life, earth and space sciences. Students developed usable knowledge to explain ideas across the science disciplines. Their attainment and progress in lessons were good. Students' results on the MoE examinations after Grade 12 showed improvement last year. In their extensive practical laboratory work, students developed competence in devising and testing their own hypotheses. They combined and interpreted information from diagrams, contour maps, graphs, and tables. They selected relevant information, analysed it, drew conclusions and provided explanations conveying their scientific knowledge.

	Cycle 2	Cycle 3
Learning skills	Good	Good

- Students were well engaged in their learning, highly motivated, enthusiastic and eager to learn. However, some students were too dependent upon their teachers to organise work or recognise their next steps in learning. Students showed confidence in their use of both Arabic and English.
- Dialogue with their teachers and fellow students was relaxed and respectful. They communicated their learning clearly. Nevertheless, students collaborated well when exchanging views and improving their skills. The small class sizes facilitated very good skills of communication and constructive interactions
- Connections between lessons and real world experiences helped students to see the relevance of their learning. Practical skills were developed frequently and highly effectively in science lessons. Students sometimes applied their good mathematical understanding to practical situations. Learning in Arabic, English and Islamic education was shared well by students; for example, when presenting to the assembled school extracts of Arabic and Islamic literature and English poetry.
- Students' analytical skills were better developed in science, than other curriculum areas. They used basic resources such as dictionaries and reference books well. Their skills in using information and communication (ICT) technology in classes and at home were routinely applied to high levels.

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

	Cycle 2	Cycle 3
Personal development	Very good ↑	Outstanding

- Students in both cycles exhibited mature, positive and responsible attitudes while in class and when moving around the school. They confidently made decisions for themselves and enjoyed critical feedback from teachers and their peers
- There was a harmonious ethos within the school. Across both cycles all students behaved respectfully toward each other and their teachers. The school's rules and values were clearly stated, understood and followed. No instances of bullying were observed or recorded. Cycle 3 students and the class prefects modelled exemplary behaviour to the younger students during assemblies and break times.
- Students across both cycles had positive, affirming relationships, based upon mutual respect for their teachers and each other. Students helped each other when in groups in class, and showed a heightened sensitivity to the needs and differences of others, during breaks. Students reported that they felt relaxed, safe, valued and supported by staff in the school.
- Cycle 3 students had a stronger grasp of what constituted safe and healthy eating than younger students. Younger students expanded their knowledge and understanding when in science lessons, in research projects and in investigations designed to promote safe and healthy lifestyles. Older students shared their knowledge during assemblies, seminars and during 'World Food Day'. They organised physical activities such as football tournaments and athletics competitions.
- Recent attendance data showed that students' attendance at school was very good overall. However, students in Cycle 2 had a higher overall attendance rate than the older students. Students across both cycles were punctual arriving to school and to their classes.

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑

- Students had very strong appreciation and understanding of the values of Islam. Across both cycles, students in assemblies could articulate in detail the importance of these values to the local community and globally. They took part in various Holy Qur'an competitions, both locally and internationally. For example, students took part in the Sheikha Latifa Holy Qur'an competition and participated in a similar competition in Bahrain.
- Students showed great pride in being part of the UAE and appreciated this country's heritage. They celebrated important UAE cultural events such as National Day, Martyr's Day and Sheikh Rashid Bin Saeed Day. They actively took part in building the school's heritage corner museum. Students made clear connections to the UAE's heritage and culture in their learning across a range of subjects.
- Students demonstrated well-developed understanding of their own cultures. For example, students spoke enthusiastically about their experiences of the cultural village, the Protection of Arabic Language Association and the Bayan Magazine. Students appreciated the multi-cultural composition of Dubai and respected other world cultures. A few students developed wider cultural awareness in weekly documentary activities.

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good

- Students participated well in the school community. Some of them played important roles as members of the Student Council and other students' clubs. For example, students donated used books for the poor, money for people in Yemen and organized various sports events.
- Students clearly demonstrated a positive work ethic. Students were able to identify and follow up on innovative and entrepreneurial activities such as learning how robots work and taking part in the 'Junior Merchant' initiative by selling their own products.
- Students had good knowledge about key environmental issues such as recycling and conservation. They participated in a number of environmental initiatives to conserve water and electricity and recycle papers. However, there were fewer opportunities for students to take more independent initiatives.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- Teachers made very effective use of their good subject knowledge and the curriculum to motivate their students. Interesting topics were chosen for students to learn. The students' grasp of ideas was used to create conversations that helped build greater knowledge and deeper understanding. Teachers of science used investigative approaches well, often applying mathematical concepts, especially when measuring.
- Lesson plans drawn from the Ministry of Education curriculum were usually good. The content of lessons was well matched to students' general abilities, but was sometimes insufficient to meet students' needs, including those who required more challenge. Given the modern buildings, the school's facilities were not exploited well to provide stimulating environments for learning. Lessons usually proceeded at a brisk pace.
- Excellent relationships between teachers and students and among students themselves contributed to successful teaching. Teachers used questions to probe and assess students' developing knowledge and understanding effectively. But, too often the teacher became the hub of a conversation and so restricted the opportunities for students to have extended discussions among themselves.
- Often teachers' commentaries were too long. Students worked in groups to develop and explore assignments, but these strategies were insufficient in developing analyses in most subjects. Teaching strategies were most effective when students learned from one another. When teachers required students to record their own thoughts in methodical ways, as in mathematics and science lessons, learning outcomes were better.
- In only a few lessons did teachers promote students' critical thinking. Innovation skills were built into some activities, for example in mathematics, when Grade 9 students planned seating arrangements in a futuristic cinema using their understanding of angles. In English lessons, communication skills were taught well and contributed to the good progress made by most groups of students across the grades.
- The teaching of Arabic as a first language was highly effective, leading to good progress by students in Cycle 2 and very good progress in Cycle 3.

	Cycle 2	Cycle 3
Assessment	Good	Good

- Teachers in both cycles used a variety of assessment techniques, which ensured that they knew their students' achievements well. Written and oral feedback to students to enhance their learning was developing. Peer and self-assessment strategies were features of some lessons, especially in science.
- The extensive school assessment processes were closely related to the MoE curriculum standards. Regular summative assessments provided valid and reliable data about students' levels of attainment. Students were tested upon entry and then regularly during each semester. In the mathematics and science subjects, testing using computer technology was regular and extensive.

- The school was in the early stages of benchmarking individual students' internal academic results against international expectations. The Grade 7 students sat IBTs in English, mathematics and science, and the NAP tests in Grades 7 and 9. The school's understanding of these results was beginning to have effects upon the ongoing assessment procedures.
- Data from internal assessments was collated efficiently by the assessment committee. However, some teachers required support to track students' progress. Assessment data was beginning to support their judgements about the improvements required by each student.
- Some teachers used assessment information appropriately in their planning to meet the learning needs of their students and were beginning to work with others to extend best practice. Teachers were developing skills to use this information to plan lessons and activities, and review the curriculum. However, support for students with SEND or those who required additional challenge in learning was developing.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good

- The schools' curriculum, which had a clear rationale, was based upon the MoE standards and the related textbooks. It was modified to ensure alignment with the school's mission and vision, which emphasized Islamic and Arab values within a strong scientific context. All MoE regulations were complied with including provision of UAE social studies and appropriate time allocation in all subjects.
- The curriculum was well planned and there was effective continuity and progression in all key subjects. There were strong links within subjects, which ensured that students moved from one cycle to the next seamlessly. Planning was done to ensure that all students were well prepared for the next stages of their education, as they moved through the grades and then on to higher education.
- Students in Cycle 2 had limited opportunities to choose subjects that nurtured their talents and ambitions. Similarly, students in Cycle 3 had few opportunities to address their interests, future study and career pathways. However, an activities session of forty five minutes per week, which included art, journalism, computer studies, literature, science and sports provided students with some options. The social studies curriculum provided additional diversity.
- Cross-curricular links were evident in many lessons. In English, students discussed science and art. Older students studying science made useful links with their Islamic education and mathematics learning. Students had many chances to think critically within practical science lessons; to reflect, research and evaluate. However this aspect was not a strong feature of lessons in the other key subjects.
- A review of the curriculum was carried out by school leaders, teachers and parents. The process was ongoing and it informed the school's annual review of operations. All key subjects had extended the content and enhanced learning opportunities for all students by writing supplementary curriculum documents. For example, in Arabic, an enriched grammar curriculum was delivered successfully.
- The UAE social studies curriculum was delivered by means of separate lessons in the weekly timetable and was based upon the MoE resources.

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- The school had made some modifications to its curriculum to meet the needs of all students. These modifications had resulted in some success, but they were insufficiently focused to meet the specific needs of a few students, particularly those with SEND and those who required additional challenge.
- The school published a number of high quality textbooks to enhance the curriculum in Arabic and in Islamic education. The school designed additional laboratory investigations for science learning. Enrichment material was provided in English lessons. Many field trips were used to augment the curriculum. One period a week was used for special interest clubs.
- The school celebrated its Emirati heritage and links to Emirati society very well, particularly in the Arabic and Islamic education curricula. In mathematics, a number of the problems presented to students had a local basis. In science, most lessons had a foundation in local culture, such as the use of the pulley in olden times. Almost all lessons in social studies honoured Emirati culture.

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓

- The school implemented rigorous procedures to protect students, including a written child protection policy and training for staff members. The school adopted effective training programmes to protect students from cyber bullying and to ensure safe internet use.
- The school provided a very safe and hygienic environment for students and the staff. Almost all parents agreed that their children were safe in the school. The two nurses on premises kept detailed health records of all students and followed up on any reported health risks.
- The school's facilities and equipment were well maintained. The school kept detailed records of all maintenance orders and the work that had been completed. Any concerns were quickly addressed.
- The school provided a safe and inclusive physical environment that included two lifts. However, use of the excellent facilities could be enhanced by providing a more stimulating learning environment.
- The school promoted healthy life styles through morning exercises and sports. However, the meals provided to students needed to be more balanced by including more fruits and vegetables and fewer breads and sweets.

	Cycle 2	Cycle 3
Care and support	Good	Good

- Staff and student relationships were very good throughout the school. Teachers had established positive rapport with their students. Students responded very well to correction and accepted their teachers' advice and direction willingly. Students were very well behaved in classrooms and when not under direct supervision by their teachers. Student prefects effectively monitored their peers' behaviour during break periods and offered advice when necessary.
- The school's systems to promote and manage students' attendance were effective. Good attendance was an element of class competitions and other rewards were used to encourage full attendance. Students returned to classes promptly and were encouraged to do so by their prefects. Good systems were in place to involve parents when necessary and their cooperation was evident.
- A range of school-based diagnostic tests, together with interviews and teacher observation reports were used to identify students with SEND and those who were gifted and talented. These methods were appropriate in identifying students who were either under-performing or performing well in specific subjects. The procedures were not sufficiently rigorous to accurately identify all SEND or the students who were gifted or talented.
- The school provided in-class support for those students whom it had identified as having SEND and who were gifted or talented. A 'buddy system' was in place to support these students, as well as some remedial teaching. Some curriculum modifications were successful, but a few teachers were unfamiliar with the best procedures for supporting such students.
- The students were well supported through a range of suitable systems. The school's counsellor was available to give advice and support when necessary. The Student Council played an important part in this matter. Career guidance started in Grade 10 with weekly lessons and career advice was furthered in Grade 12 by visits to different higher education institutions.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable
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- The school's admission policy was appropriate. A management committee was in place which undertook to identify students with SEND and to ensure that their academic needs were promoted.
- A range of school-designed diagnostic tests, together with interviews and teachers' reports were used to identify students with SEND. These methods were appropriate for identifying students who were under-performing in specific subjects, but not sufficiently rigorous to identify general or specific SEND.
- Parents were kept well informed of their children's progress through a range of reporting mechanisms, including written reports and the internet based home to school communication system. The school made good efforts to develop communication with the parents of students with SEND. The weekly plans were shared and teachers engaged with parents in frequent individual meetings.

- The school modified the curriculum to meet the needs of the students with SEND, mostly through the delivery of graded worksheets and by focused questioning during lessons. These modifications had limited success. Modifications were most successful in classes where the students were actively engaged, as in some science experiments. The IEPs needed to better identify the specific SEND of these students.
- The school had made appropriate efforts to ensure that all students identified as having SEND were supported in classes by their teachers and by fellow students. The school used a range of suitable methods to track the progress of these students. The students made acceptable or better progress, as shown by tests across all key subjects.

6. Leadership and management

The effectiveness of leadership

Good

- Leaders had established a unique vision for the school and the students' future roles in Emirati society. These priorities were infused in the curriculum, strategic plans and the daily routines that took place. The leaders had improved the school's inclusiveness. The quality of leadership across the different key subjects ranged from acceptable to very good. There was strong focus on the UAE's National Agenda priorities.
- Educational leadership was good because most subject leaders had thorough understanding of the curriculum, teaching and learning. They had established a positive culture of learning amongst both students and the teaching staff, which included high expectations of both groups.
- Relations between leaders and the staff were positive and productive. Senior leaders delegated responsibilities well. There were eleven teams established that worked effectively to monitor students' academic and personal progress. Morale amongst staff members was high.
- The school's leaders were skilled at addressing obstacles to improvement and leaders collectively showed the capacity to improve the school further. They had worked together to identify new and creative ways to improve and innovate the school.
- The school's leaders had been successful at maintaining good progress by all students in the key subjects, while developing several other aspects of the school to higher levels of quality. They had ensured that all statutory and regulatory requirements were met. The school's senior leaders were committed to the priorities of Dubai and the UAE.

School self-evaluation and improvement planning

Good

- There was systematic and accurate evaluation of the school's performance. Consequently, the leaders knew their school well and had detailed plans for making improvements. The right priorities for improvement had been identified, based upon the opinions of teachers, students and their parents. The analysis of assessment information had not resulted in fully effective modifications to the curriculum and teaching in some subjects.
- There was systematic and regular monitoring of teaching and learning, but some evaluations of teaching were too generous. There was insufficient emphasis placed upon students' learning in some cases. The use of assessment information by some teachers to set their lesson plans was irregular and in a few cases was ineffective.

- The school had a comprehensive development plan and an 'Action Plan' that focused on the recommendations from the previous inspection report. Both plans reflected considerable thought and had positive implications for students; for example, in the mathematics programme. Both plans included the UAE's priorities by, for example, listing the discrete cognitive skills that students were to master.
- There had been significant progress made on addressing the recommendations from the previous inspection report, especially on the provision for students with SEND and the professional development provided to teachers. More progress was possible on the use of internal assessment data and the administering of external benchmarking tests to establish students' achievements on an international scale.

Partnerships with parents and the community

Good

- A number of special events were held annually and most parents attended them. There was formal consultation with parents about important matters. For example, they had been surveyed regarding the recent decision to expand the school day to include ten periods.
- The leaders' numerous communication strategies were successful at keeping parents informed about their children's learning and development. A internet site, electronic mailings, text messages and a smart phone application ensured that all parents were reached. School news and events were likewise communicated to parents by many means.
- There were six well attended parent-teacher conferences per year, during which the progress and development of the boys were discussed. Formal reports were sent prior to the conferences. These included detailed reports on academic results in all subjects. The paper reports lacked written information about how students could improve; this was communicated orally at the parent-teacher conferences.
- The school had established more than 30 links with local, national and international organisations, including other schools. These links allowed the boys to develop both academically and athletically, and to make meaningful contributions to different communities near and far.

Governance

Good

- The governors of the school consulted well with all stakeholders, including parents and students, who submitted written reports to them. Although these parties did not attend governors' meetings, their opinions and concerns were listened to and acted upon. Consequently, the governors gained important insights about the experiences of students in all grades.
- The school's governors monitored the work of senior leaders effectively and held them accountable for almost all aspects of provision and outcomes. They had strong personal relations with the students and accurate understanding of the progress and development of students.
- Governors had positive effects upon the school community and its leaders. They ensured that the school fulfilled its unique mission to serve the citizens of Dubai and the UAE. The staffing and resourcing provided were appropriate to meet the needs of almost all students. All statutory requirements were met. The governors demonstrated sustained, positive influences upon the overall performance of the school.

Management, staffing, facilities and resources	Good
• The school was staffed so as to meet the needs of the school's mission, the curriculum and almost all students. There had been significant professional development events that resulted in improved teaching and learning. Teachers and other staff members were deployed to good effect and the boys benefitted from a very low teacher to student ratio. • The daily operation of the school was highly efficient. Lessons and other events took place in orderly and timely ways. Productive routines had been established, including morning assemblies, snack breaks, prayer times and lunch breaks. The arrivals and departures of students were well managed, as were the transitions by students between different areas of the school. • The school premises were modern and very well designed. There were very useful specialist facilities that enabled students to experience high quality science, ICT and physical education lessons. There was access for all students to all areas of the school. The learning environments, while modern and well-equipped, were under-stimulating in some sections of the school. • There were many modern resources available that enabled good teaching and learning to take place. Both teachers and students used them daily, particularly in science lessons. Consequently, independence and investigative skills were developed well by all boys.	

The views of the parents, teachers 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	16
	2014-2015	60
Teachers 	23	
Students 	28	

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

The response rate by parents was too low to represent the parent community. The opinions of almost all teachers and senior students were collected. They were very positive on all aspects of the school's provision and outcomes.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae