




Dubai National School

 Curriculum: US

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	1988
Website	www.dnsalbarsha.com
Telephone	00971-4-3474555
Address	SHK. ZAYED ROAD - AL BARSHA AREA - BEHIND MALL OF EMIRATES P.O. BOX 24060
Principal	Suad M.A. Abu-Harb
Language of instruction	English, Arabic
Inspection dates	3/13/2017 to 3/16/2017

Teachers / Support staff

Number of teachers	250
Largest nationality group of teachers	Syrian
Number of teaching assistants	33
Teacher-student ratio	1:11
Number of guidance counsellors	7
Teacher turnover	28%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2814
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	1812
Number of students with SEND	306
Largest nationality group of students	Emirati

Curriculum

Educational permit / Licence	US
Main curriculum	US
External tests and examinations	SAT 1, iBT TOEFL, IBT-Arabic
Accreditation	NEASC
National Agenda benchmark tests	MAP, CAT4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

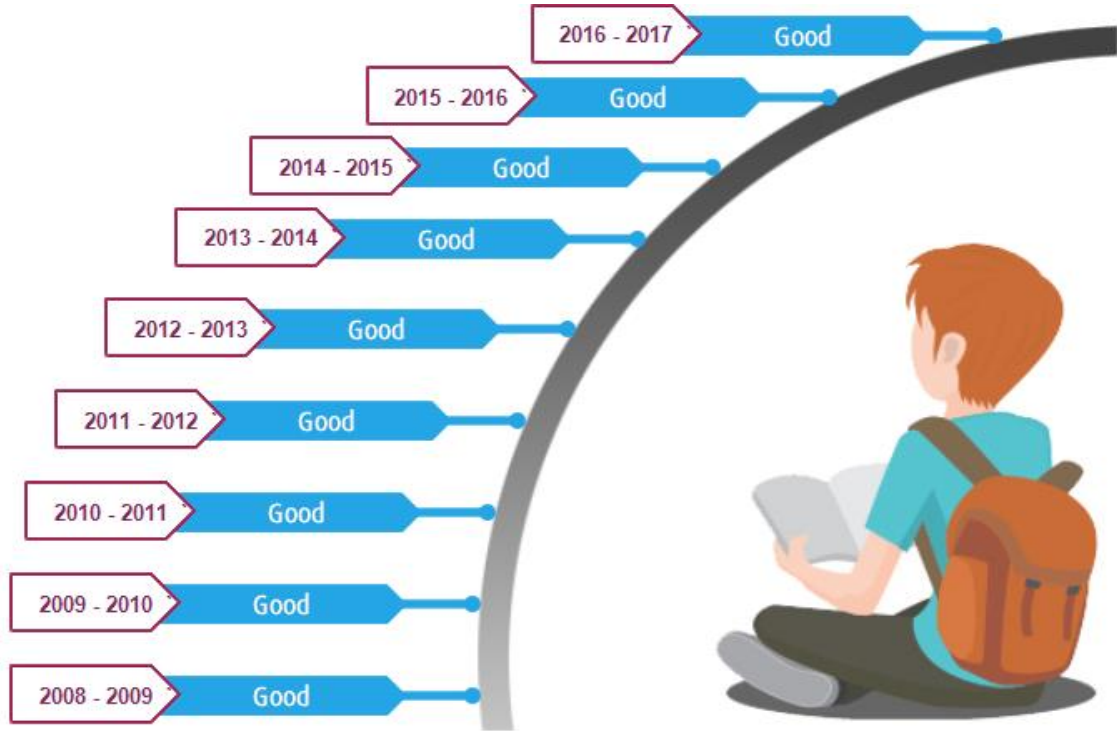
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Dubai National School



- The school opened in 1988. The current principal was appointed in 2014. Student numbers are stable and there are currently 2814 on roll with a number of students with special educational needs (SEN) identified representing an increase of 600% on last year and reflecting a change in the method of identification. The previous eight inspections judged the school to be providing a good level of education for its students.
- The previous three inspections highlighted strengths in: the very strong personal development of students, the extra programs which developed enterprise and entrepreneurship, and the strong Islamic values which permeated all aspects of the school provision.
- Over the same period, recommendations from the inspections focused on the need to raise teachers' expectations, improve assessment systems and enhance provision for students with special educational needs and disabilities.

Summary of inspection findings 2016-2017



Dubai National School was inspected by DSIB from 3/13/2017 to 3/16/2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress are at least good in all subjects in all phases. Progress is very good in Arabic as an additional language in elementary school, in Islamic education and science in middle school, in English and mathematics in high school. Attainment is very good in Arabic as an additional language in the elementary phase.
- Personal development of students is very good in KG, elementary and middle, outstanding in the high school and exemplary in the girls' section in the same phase. Islamic values permeate all aspects of school provision. The opportunities to develop social and enterprise skills in elementary, middle and high are excellent.
- Teaching is good in all phases. Assessment processes have improved and are now stronger than in the previous inspections.
- Curriculum design, implementation and adaptation are particularly very good in KG and good in the other phases. Very effective adaptations to the curriculum have been made in the KG and high school.
- The arrangements for health and safety, and safeguarding including child protection remain very good whilst care and support is very good in KG and good in the other phases.
- All aspects of leadership are good.

What the school does best

- The very good curriculum provision in KG.
- The personal development of students in all phases.
- The Islamic values at the heart of the school.
- The many opportunities for students to develop the skills of entrepreneurship and enterprise.
- Improvements made to assessment systems.
- The design, implementation and adaptation of the curriculum in KG.

Recommendations

- All staff should work together to use their analyses of work scrutiny and assessment data to:
 - adjust teaching to provide creative, challenging and student-led work in all subjects that matches the specific needs of all students including the more able and those with SEND
 - provide specific feedback to students that is related to their learning
 - further adapt the curriculum to provide opportunities to challenge students with SEND and monitor the effectiveness of these adaptations
 - inform self-evaluation and precisely identify underachieving groups of students.
- All staff should set and implement consistent and high expectations for the presentation, completion and recording of work across all subjects and for all groups of students.

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The attainment of students in English, mathematics and science is below expectations of the National Agenda parameter (MAP tests).
- The school meets the registration requirements for the National Agenda Parameter.
- The school analyses the MAP data well and now uses the analysis to make comparisons with internal assessment results and CAT4. They also now use the analysis to monitor students' progress effectively and to adequately differentiate the teaching.
- The school uses MAP data to modify the curriculum in ways that enable students to be better prepared to take the test three times a year. They also provide students with test booklets that help them practise answering TIMSS-like and PISA-like questions.
- Teachers use the MAP data to classify students into three groups in each class. They then provide each group with differentiated tasks that match their learning abilities. They also provide each group of students with specialised support.
- Students are given many opportunities to run independent research through the STEAM program in mathematics and science. Some of the research is done in the classroom using learning technologies, and some of it is done through extended activities.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Under the careful guidance of innovation leaders, a range of programs has been developed to enable students in the upper three phases to develop a range of innovation skills. These include structured opportunities to develop programming skills and understand robotics. Strong partnerships have been established, with businesses and banks which enable high school students to develop expertise in all aspects of enterprise and entrepreneurship. There is a very strong commitment from leaders, teachers and students to both nurture and promote innovative practice.

Overall school performance

Good

1 Students' achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Good
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	Very good ↑	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
English 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
Mathematics 	Attainment	Good	Good	Good ↑	Good ↑
	Progress	Good	Good	Good	Very good ↑
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Very good ↑	Good

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good ↑	Good ↑	Good ↑

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Very good ↑

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good	Good	Good


6. Leadership and management

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



1. Students' achievement

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

- In English children make good progress and consequently the majority attain above the curriculum standards. As a result, they listen well, follow directions and express their ideas clearly. The development of phonics skills is a strong feature of the Kindergarten. In KG1 this enables children to write simple three letter words and basic labels. KG2 children write simple sentences, sometimes using inventive spelling and simple punctuation.
- Children demonstrate a good understanding of mathematical concepts and skills. They make good progress in relation to their assessed starting points. Consequently, most children in KG1 have strong skills in counting. KG2 children understand the concepts of subtraction and addition and can use data and measurement to make simple graphs. In both KG1 and KG2 they apply the numeracy skills learned in a range of different contexts.
- Children attain well and make good progress in science as measured against learning objectives. They develop their understanding of living and non-living things through the study of plants and insects. Critical thinking is used, for example, to compare what is needed for plants to grow with what is needed by humans. KG children learn effectively and practice observation and investigation skills by applying what they learn in class lessons to real life.

 Elementary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Very good ↑	Very good ↑
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of students attain levels that are above MoE standards. In lessons and their recent work, they show well-developed knowledge of Islamic morals, beliefs and a good understanding of the Holy Qur'an. Students' recitation and memorization skills are strong. The majority of students make better than expected progress in understanding and applying rules of Tajweed and the key lessons from Hadith. However, they make slower progress in understanding the Articles of Faith. Girls typically make better progress than boys.
- In Arabic as a first language, the majority of students attain above the expected curriculum standards. This is shown by the effective way they apply their skills of listening, speaking and reading in unfamiliar contexts. They can explain the main ideas of literary texts using rich vocabulary. This is particularly strong in the girls' section. Overall, most students make good progress which is shown both in lessons and across a range of assessments. Limited opportunities for extended writing prevent a more rapid rate of progress for many students.
- In Arabic as an additional language, the knowledge and understanding of the large majority of students are above curriculum expectations. Skills development is equally strong. As a result, students' listening and speaking skills are highly developed. Students speak and respond in full sentences using standard Arabic. In addition, their writing skills are developing quickly. In lessons, the large majority make accelerated progress in acquiring new vocabulary, listening with understanding and in reading comprehension. However, their progress in independent writing is not as strong.
- In English, internal assessment results indicate that the majority of students are exceeding curriculum standards. Their strongest skills are in speaking and listening. The phonics program for younger students ensures the successful development of reading skills. By Grade 5, students are able to engage in class discussion and use their language effectively on a range of topics but this potential for linguistic fluency is not seen as strongly in written work.
- For the majority of students, attainment in mathematics is above the minimum expected level for the Common Core Standards. Internal assessments, which are validated and provide an accurate picture, also suggest good attainment. When achievements are measured against international benchmarks, the picture is more variable. In lessons, students gain knowledge and skills across a range of mathematical concepts. For some students, the overuse of worksheets does not always capture all students' learning or reflect their pride and enjoyment in this subject.
- The majority of students demonstrate an understanding of scientific concepts that is above the age-appropriate expectations. Although this is not supported by their most recent MAP status data, their work samples and work in lessons show good levels of attainment. The progress students make over time is good. In lessons, students make good progress. It is even stronger when they are fully engaged and suitably challenged.

Middle		
Subjects	Attainment	Progress
Islamic education	Good	Very good ↑
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Good	Good
Mathematics	Good ↑	Good
Science	Good	Very good ↑

- In Islamic education, the majority of students achieve levels above MoE expectations. In lessons, students demonstrate good knowledge of the Pillars of Islam and Seerah. Recent work shows students' making good gains in memorizing and understanding the Hadith. The large majority of students make better than expected progress in understanding the life of the Prophet (PBUH) and Islamic morals. Students make particularly good progress in memorizing and reciting the Holy Qur'an and applying recitation rules correctly. Girls make better progress than boys in most grades.
- In Arabic as a first language, the majority of students attain levels in their listening, speaking and reading that are beyond curriculum expectations. They make good progress in lessons and over time. They analyse different genres of literary texts and establish links between literature and other areas of learning, particularly the UAE context. Students use standard Arabic accurately when speaking. They express opinions orally and in writing, justified by evidence. Their writing is developing steadily. Girls generally perform at a higher standard than boys.
- In Arabic as an additional language, the majority of students attain levels that are above the expectations for learning additional languages. The school's assessment shows similar attainment. In lessons, students' listening skills are particularly well-developed. As a result, they respond well orally in full sentences. Students read and respond to a range of texts appropriately, both orally and in writing. In lessons and recent work, students make good progress, acquiring and applying new vocabulary. They are beginning to apply their knowledge of the language to produce a good standard of writing.
- The attainment and progress in English exceed curriculum expectations. In lessons, when students are given opportunities for discussion, they are able to demonstrate good oral skills. The weekly library lesson encourages reading for pleasure. Listening and reading skills are developing well and attainment is generally above curriculum standards. However, the opportunities provided for extended writing are more limited, resulting in slower progress. The writing students do produce shows sound punctuation and grammar but vocabulary and spelling are less secure.
- The majority of students achieve levels of attainment in mathematics that are above the minimum expected curriculum requirements for the Common Core Standards. Students' achievements, when measured against international benchmarks are more variable. Good progress in mathematics results from learning tasks that promote students' independence, links mathematical concepts to other subjects and uses ICT effectively. The poor quality of presentation of work in some students' books does not always reflect their knowledge and understanding.

- Overall, students' achievement in science is good. Although their MAP status data show lower levels of attainment, students demonstrate better achievement in lessons and in their work samples. Students' most recent MAP growth data indicate that, over time, students are making very good progress in science. In lessons, progress towards students' learning objectives is very good especially when these learning objectives are highly challenging. For example, Grade 8 students use learning technologies to support strong progress while sketching the stages of a cell cycle.

High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Good	Very good ↑
Mathematics	Good ↑	Very good ↑
Science	Good	Good

- In Islamic education, the majority of students show a secure knowledge and understanding of Islamic principles, Sharia and Hadith. In lessons, students recite chapters from the Holy Qur'an with correct pronunciation. Their memorization and understanding of the Holy Qur'an is well advanced. A majority of students are able to make links to other concepts in Islamic education and to their personal experience. While girls make better progress in lessons and in their work, boys are beginning to develop more in-depth understanding and provide thoughtful responses.
- In Arabic as a first language, the majority of students attain levels that are beyond expectations. They analyse literary texts effectively by critiquing the author's style, use of language and embedded messages. They establish connections between the texts they study and the UAE context. They use the standard Arabic language at a developed level in their speaking and in their writing. Students are developing their extended and creative writing skills. Girls' achievement is typically better than that of boys, especially in the high school.
- In Arabic as an additional language, the results of internal assessments indicate that attainment is above curriculum standards. In lessons, the majority of students show secure knowledge and understanding, in particular, listening, speaking and reading skills. Students read a wide range of texts and respond with few grammatical errors. In recent work, students' speaking and reading comprehension skills are developing. However, independent writing skills are emerging. Girls generally make better progress than boys.
- Students are exceeding attainment and progress expectations in English. As a result, students are able to engage in sophisticated debate and, with guidance, can conduct research projects and report their findings. They demonstrate knowledge, skills and understanding well aligned to the literacy features of the CCSS for their grade levels. The opportunities to prepare for college level writing are more limited, preventing students from using more complex vocabulary in different contexts.

- The majority of students achieve levels of attainment that are above the minimum expectations for the Common Core Standards in mathematics. The school's own tracking information indicates standards are high. This is also reflected in successful outcomes for those students who participate in SAT. In lessons, students make rapid progress and demonstrate maturity and conceptual understanding in their responses. They apply skills in mathematics across a range of exciting projects, making connections to real life. Some of the worksheet based learning does not always reflect students' endeavours or the high level of understanding of different mathematical concepts.
- The majority of students show knowledge and understanding of scientific concepts that are above curriculum expectations. This is supported by students' internal assessment data across the phase. In Grade 12 chemistry, for example, students can accurately use titration procedure to calculate the concentration of an unknown solution. They make good progress over time and in lessons, especially when they are offered opportunities to learn actively and independently.

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Good

- The majority of students demonstrate enthusiasm and enjoy their learning. They arrive at lessons well equipped and ready to learn. Students are carefully guided in order to take increasing responsibility for their own learning. This effectively supports their academic and personal development.
- Students collaborate effectively and are confident in sharing their ideas and experiences. These features of learning skills are stronger in the girls' section, especially in high school, where students offer carefully considered, mature and valuable contributions to lessons and in learning. Students interact well and are respectful of the views and opinions of others.
- Students frequently apply their knowledge to other subjects and make meaningful connections to their learning and life. Students demonstrate their skills and abilities in lessons and through a range of interesting and creative longer term projects. This has a positive impact on their conceptual understanding across the curriculum.
- Students are encouraged to be entrepreneurial and can demonstrate their skills successfully with much confidence. Students solve problems and apply critical thinking in their learning. They enjoy using a range of online resources related to different subjects and make effective use of their own devices.

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

	KG	Elementary	Middle	High
Personal development	Very good	Very good ↑	Very good ↑	Outstanding ↑

- Students have very positive, confident and responsible attitudes. The older students are excellent role models for the younger ones. They take pride in showcasing their work and discussing their achievements. They positively welcome feedback and advice on ways to improve their learning.
- Positive relationships and self-discipline contribute to a caring school ethos. Students are supportive of others in the classroom and beyond and incidents of poor behaviour are rare. The students themselves say that bullying is not an issue.
- Relationships in the school are very strong. Students support one another well and are sympathetic to the needs of others. Students in the high school are excellent role models. All students are respectful towards their teachers and support staff, and are courteous and helpful to visitors. The mutual regard between teachers and students contributes to a positive learning environment.
- Healthy living is embedded in the curriculum and so students have a good understanding of the importance of a healthy lifestyle including a balanced diet, regular exercise and keeping themselves safe. Many students take advantage of the opportunities for sport and physical activities which are provided after school.
- Attendance overall is outstanding at 98% this year but students do not always manage to arrive punctually to lessons.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases demonstrate excellent knowledge and understanding of Islamic values. They fully appreciate these values and are aware of how these values influence multi-cultural society in Dubai. Students organize and contribute to a range of Islamic celebrations such as Hajj, Umrah and the birth of the Prophet (PBUH). Students actively participate in Hadith and Qur'an competitions.
- Students are highly respectful and appreciative to UAE culture and heritage. They sing the National Anthem every morning with due reverence and take pride in being part of the UAE. Students demonstrate an in-depth knowledge of UAE culture and heritage. This is celebrated across the school's displays. They actively lead national celebrations such as National Day, Martyrs Day and Flag Day.
- Students show pride in their own culture and heritage. They share their strong knowledge of their culture in lessons and during school's celebrations. Students are highly respectful of different ethnic and cultural communities in the school and in the wider community. They also demonstrate this in school cultural celebrations including Global Day.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good	Outstanding ↑	Outstanding	Outstanding

- Students in elementary, middle and high school take a very strong lead in projects that purposefully support their school and the wider community. Their involvement in a range of initiatives impacts on the well-being of their peers. They work together to raise awareness about issues that are of importance to the school including anti-bullying and promoting healthy eating.
- Students exhibit a highly positive work ethic. They demonstrate excellent entrepreneurial skills while working with local businesses and institutions. Older students, representing the school in external programs, contribute to the development of their school and act as role models to their peers.
- Students show highly developed understanding of environmental priorities and concerns. They actively lead campaigns and initiatives that protect the environment within and beyond the school.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Good

- Most teachers have a good knowledge of their subjects and apply their skills effectively to enable children and young people learn. In the better lessons teachers skilfully adjust their teaching to meet the needs of different groups of students.
- Lesson planning has been improved by the effective use of assessment information. Plans are carefully aligned to the Common Core Standards and, in particular, they are highly detailed in mathematics. In Kindergarten and in the elementary phase, resources are purposefully deployed and enhance learning experiences in many subjects.
- Many teachers ask probing questions that prompt students' thinking and improve their understanding. This is a particularly strong feature in Arabic. Students frequently benefit from well-paced lessons, where teachers ensure that appropriate time is allowed for considered responses.
- In most lessons, the needs of different groups of learners, including those with SEND are considered. However, the most able students are not always challenged sufficiently to extend their thinking and make more rapid progress.
- Many teachers effectively promote critical thinking and problem-solving. The school provides careful guidance to ensure that students develop sustained independent learning skills throughout middle and high school.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- The school's internal assessment processes are aligned well with the curriculum standards in all subjects. This has resulted in assessment data that provide a reliable picture of students' achievement. The school compares students' internal assessment data to their external data and works to narrow the gap between them.
- The school benchmarks its students' outcomes at the international level by using external assessments including MAP, CAT4 and IBT. This gives the school a valid and realistic view of its students' potential and current levels of attainment, helping the school to identify its priorities. The school is planning to make more effective use of the CAT4 data to understand its students' learning styles better and adjust teaching accordingly.
- The school has systems to monitor the progress of students individually and in groups. The monitoring allows teachers to set learning goals for individual students and to identify their strengths and weaknesses. Teachers use checklists to monitor students' progress in their lessons but this practice is inconsistent across the school.
- Teachers consistently use assessment information to plan lessons and differentiate teaching in terms of worksheets and support for learning. MAP data is used to group students and provide opportunities that match their ability levels and with the support they need to make good or better progress. Heads of departments ensure the curriculum is modified to enable students to perform well in external examinations.
- Teachers have an adequate knowledge of students' strengths and weaknesses and provide them with adequate but not individualized feedback in lessons. The written feedback they provide for students is minimal and often does not give enough information on their next steps in learning. It is the weakest element of the assessment process.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good ↑	Good	Good	Good

- The curriculum has a clear rationale and is aligned with the school's strong Emirati culture. Islamic values are woven throughout the subjects and classes in Arabic and Islamic education are taught across all grades K-12. The curriculum closely follows the authorized curriculum and meets national statutory requirements.
- There is good continuity and progression of skills and knowledge across all phases. In a large majority of curriculum plans, differentiated activities are included to meet the needs of most students. However, some activities do not fully address the needs of the targeted group, and the planned curriculum is not always taught in the classroom.

- The range of curricular options provides high school students with ample choices to develop their skills and aspirations. Students provide feedback to the school and help identify which options are offered. Students can take higher levels of maths, sciences, IT and business courses which are matched to their future goals and career aspirations. However, there is no art option for boys after Grade 8, thereby restricting their opportunities to develop their interest and talents further.
- Planned cross-curricular links are meaningful and plentiful. The KG1 curriculum is fully integrated. Students in Arabic as a first language make connections between messages in literature and UAE values. Cross-curricular links between business, English and science classes are evident in products which students develop in the 'Road to Success' project. Planned links between subjects support students' independent learning and critical thinking.
- An annual review of curriculum involves all teachers and leaders. The review focuses on coverage of the standards and the impact of the curriculum on student learning. Data analysis is used effectively to support the review. Changes to the curriculum are carefully considered for most students, including students with SEND.
- UAE social studies is taught through discrete lessons and integrated into all aspects of the curriculum. Two hours are allocated in elementary and middle, and four lessons in high school for the discrete lessons. Teaching in the subject is of a good quality and enables students to develop a range of skills including research, entrepreneurial and inquiry. In addition, students are able to develop strong links with charities and other organisations that provide support for the disadvantaged. The social studies assessment system tracks the development of skills and knowledge accurately and appropriately.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Very good ↑

- The school's lesson plans include three levels of activities or questions to help teachers to differentiate their lessons. Teachers provide support in class to implement modifications as needed and offer individual assistance to students when they are working independently. This is particularly effective in Kindergarten. The increased focus on project based learning helps to address the specific needs of many of the boys.
- The school offers a wide range of opportunities that motivate almost all students. Once a week, enrichment classes focus on topics such as drama, art, cooking, robotics and chemical reactions, allowing students to explore new interests and to develop their talents and skills further. The numerous extra-curricular activities within and outside the school day enhance students' academic and personal development, especially in high school.
- The school effectively links the curriculum with Emirati culture and UAE society. Through special days, speakers, field trips and other events, students develop a deep understanding and appreciation of the UAE. Students thoughtfully initiate and participate in campaigns to improve their community in activities such as the No Poverty Club and campaigns to educate their peers to reduce pollution. These campaigns are particularly effective in high school.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has a child protection policy and all staff undergo training as part of their induction to the school. The school has very thorough and widely understood procedures to protect students and shield them from potential abuse, both physical and emotional.
- Effective procedures ensure that the school complies with statutory health and safety regulations. Regular checks of buildings and equipment are made and fire drills are conducted at frequent intervals. Students are well supervised in school and when travelling to and from school on buses. Their health is well monitored by medical staff who plan to play a greater role in promoting healthy lifestyles.
- The school premises and equipment are well maintained. These are inspected daily for cleanliness and maintenance issues and the actions taken are recorded and reviewed appropriately.
- The school provides an environment in which students and staff feel very safe. The campus has widespread CCTV surveillance and entry to the school is controlled by security staff. Visitors are identified by a badge. A ramp has been installed to allow wheelchair access to the upper floors.
- Students are well aware of what counts as a healthy lifestyle, not least because of the high priority given to it by the school which promotes healthy living through the teaching programme, high profile campaigns, posters and displays.

	KG	Elementary	Middle	High
Care and support	Very good	Good	Good	Good

- A positive ethos dominates across the school. Students are well behaved and feel well cared for. A sufficient number of adults are present around to manage the day-to-day school activities. The school rigorously implements a clear code of conduct which is well known to teachers and students. Behaviour related issues are resolved quickly and in collaboration with parents.
- School regulations and a code of conduct are clear and all staff are aware of them. Parents sign a school contract which states clearly the school's expectations and consequences. Attendance records are kept and used very effectively to follow up absences. Notice letters are sent to parents to follow up with issues related to punctuality. Parents are notified about any emerging issues via a text message.
- For new admissions, screening is done by the school counsellor to identify learning barriers. Students who are already enrolled are referred by teachers or supervisors when a behaviour or learning concern emerges. Students are then observed and actions are taken to provide appropriate support. Students with gifts and talents are identified by IQ tests, administered by the counsellor.

- Three types of provisions are implemented to support students with SEND and those who have gifts and talents: full inclusion, withdrawal and shadowing. A large minority of students receive speech therapy and psychotherapy in Kindergarten. Every identified student has an individual learning plan (ILP) to cater for specific needs. The impact of the provisions is still emerging and is inconsistent across subjects.
- The career counsellor holds individual meetings with Grade 12 students to help them make choices about the next stage of their education. She arranges a career day activity and several visits to local universities. The motivational appraisal of personal potential (MAPP) test has been implemented for a minority of students to help them identify their aptitudes for specific jobs.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The SEND policy is in place and systems and procedures are in operation. The school has an established partnership with an external training organisation running the programme "Al-Jalila" to train teachers and to ensure effective SEND provision. The impact of this is emerging and is not consistently monitored by the senior leadership.
- The school has now clear procedures to identify students with SEND. Students are referred to a medical centre for assessment. Internal identification procedures are less accurate and result sometimes in incorrect placements.
- Parents are regularly informed about their children's behaviour through meetings, phone calls and the web portal. They receive termly reports about their children's academic performance. Parents are less knowledgeable about their children's learning barriers because they are less involved in daily activities. The reports they receive do not always give constructive feedback.
- School SEND provision includes shadowing and withdrawal to a resource room for one to one support. Students have ILPs and a minority of teachers are supporting SEND effectively. The school is developing the quality of support and is ensuring all teachers know what to do and are providing consistent quality intervention procedures.
- Students with SEND make acceptable progress across all phases. When the tasks are well matched to the students' needs and the teachers' pedagogy are secure, students with SEND make good progress. When tasks lack challenge and do not match students' abilities, they make slower progress and disengage when lessons are not well paced or activities lack multi-sensory experiences.

6. Leadership and management

The effectiveness of leadership

Good

- All leaders, led ably by the principal, communicate and promote a clear vision with Islamic values and quality learning at its heart. There is a strong commitment to inclusion and to the UAE. With the strengthening of the middle leadership, leaders are now working with considerable effort to implement the vision in all aspects of school life.
- With the establishment of a positive learning culture, leaders at all levels are developing a collective understanding of the best practices in teaching, learning and assessment. The systematic approach required to develop consistently high outcomes for all groups of students is in its early stages of development.
- A strong "can do" attitude pervades the school community. As a result of good communication systems, relationships are strong and commitment to improving learning across the school is clear. With the strengthening of leadership teams and promotion of collective responsibility, morale is positive and is providing a clear focus on sustaining improvements to learning outcomes.
- Leaders at all levels are being developed and are held accountable for students' achievements. Tracking systems are providing a clear focus on improving learning and strengthening the teaching that supports its effectiveness. A collective and rigorously systematic approach which supports adjustments to teaching is in its early stages of development.
- Whilst ensuring compliance with statutory and regulatory requirements, leaders are maintaining a focus on improving both outcomes and opportunities for different groups of students. Improvements in the assessment processes and arrangements for students with SEND are evident. However, the sustained impact on student achievements of those improvements are not as clear.

School self-evaluation and improvement planning

Good

- Strengths and weaknesses in student achievement, teaching and learning are generally identified accurately. Middle leaders are increasing their involvement in the processes of evaluation and monitoring and have recently included analysis of the National Agenda Parameter. The involvement of leaders at all levels in the evaluation process is resulting in a more collective approach to identifying and addressing areas for improvement.
- Leaders monitor and evaluate teaching and learning well. Senior leaders synthesize the information and use it to inform professional development training for teachers. Evaluation to identify specific aspects of teaching and learning for improvement is not precise enough.

- School improvement plans are comprehensive and detailed. However, the expected outcomes and improvements are not always specifically identified in the plans. As a result, monitoring of their implementation sometimes lacks the precision required to ensure actions have a sustained impact on student achievements.
- Significant progress has been made in addressing recommendations from the previous report. Middle leader involvement in monitoring and evaluation has been strengthened. Assessment processes are improved and expectations within most subjects have been raised. The full impact of all changes is not consistently evident. However, the commitment to ongoing and sustained improvement by all members of staff is very clear.

Partnerships with parents and the community

Good

- Parents are encouraged to become involved with their children's education. Orientation meetings successfully inform them how to support different aspects of learning. Although parental views are considered when establishing priorities for improvement, the process for incorporating these systematically is in its early stages of implementation.
- The school is continually seeking to improve communication with parents. It is stronger where there is a homeroom teacher. In the upper grades, communication is not as immediate and direct. Improvements have been made to the communication processes, particularly for those parents whose children have SEND.
- Information is provided to parents about their children's academic achievements and progress. It is comprehensive and clear about achievements. The next steps required to improve achievement are not as clear. The reports are followed up effectively with teacher consultation evenings which are appreciated by parents.
- Parents are supporting the strengthening of partnerships well. They work with older students to promote healthy eating and anti-bullying campaigns with younger students. The partnerships developed with commercial organisations are having a positive impact on student achievement. For example, students in Grade 12 are developing excellent entrepreneurial skills as a result of links with banks.

Governance

Good

- The owner seeks the views of stakeholders and most groups are represented on the governing board. However the process of seeking views is not consistent or systematic. Representation of the stakeholders is being strengthened. However, the plans to include the student voice and a wider group of parents have not been implemented.
- Leaders are held to account for student achievements. Reports on most aspects of school performance are frequently received and responded to well. The use of data analysis to inform actions and establishing priorities is not systematic. As a result, outcomes of monitoring are not routinely followed up.

- The owner and the governors have a good knowledge of the strengths and weaknesses of the school and respond quickly to address resourcing issues. Incentives have been provided to all teachers to improve their standard of English, with the clear target of improving both the quality of learning experience and outcomes for all groups of students.




Management, staffing, facilities and resources	Good
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- Effective and efficient management ensures that day-to-day routines run smoothly. Learning opportunities are well planned and the timetable is operated effectively. The school is particularly successful at promoting and achieving high attendance rates. Any concerns are dealt with quickly and a good focus is maintained on securing high quality learning outcomes for all groups of students.
- Most staff are suitably qualified and deployed well. Support is provided to ensure that all staff have proficiency in the English language and implement the curriculum appropriately. Staff benefit from intensive professional development. Plans are in place, but not implemented, to fit the training to the individual needs of staff.
- Improvements to the premises and facilities are being made. Specialist areas are provided and used appropriately. However, some areas are in need of refurbishment, particularly the play areas in the KG section. Facilities are accessible to all groups of students.
- Teachers generally make good use of the learning environment and use learning technologies to support their teaching. Within lessons, teachers make good use of resources to support effective learning.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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*	2016-2017	117
	2015-2016	235
 Teachers	216	
 Students	386	

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

- Less than ten percent of parents responded to the survey. Of those who responded, nearly all are positive about most aspects of the school.
- A few concerns were expressed about the differences between the learning environment in the boys' and girls' sections.
- A small number of parents stated that communication with the school was easier when students had a homeroom teacher in the younger grades.
- A significant number of students from the older grades responded to the survey.
- Most were satisfied with the quality of education they received.
- A small number felt they were not given enough leadership opportunities and that improvements were only made in readiness for KHDA inspections.
- Most teachers participated in the survey and expressed support and appreciation for the way in which the school was run.
- Teachers were committed to the continual improvement of the school.

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