

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

ACCEPTABLE

امليد
المعرفة Knowledge

INSPECTION REPORT

2017-2018

AMLED
School

Celebrating
10 years of
inspections

AMLED SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

General information	
Location	Al Quoz
Type of school	Private
Opening year of school	2015
Website	www.amledschool.com
Telephone	00971-4-3386756
Address	318 Rd Al Quoz
Principal	Mr.Varghese Puthusserry
Principal - Date appointed	4/1/2015
Language of instruction	English
Inspection dates	11 to 13 December 2017

Teachers / Support staff	
Number of teachers	66
Largest nationality group of teachers	Indian
Number of teaching assistants	4
Teacher-student ratio	1:11
Number of guidance counsellors	3
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	4-13
Grades or year groups	KG 1-Grade 7
Number of students on roll	719
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	30
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	NA
Accreditation	NA
National Agenda benchmark tests	ASSET, IBT

School Journey for AMLED SCHOOL

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



2017-2018

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

Summary of inspection findings 2017-2018

AMLED SCHOOL was inspected by DSIB from 11 to 13 December 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The School's leaders have a positive vision for the school and are guiding its development positively. They are beginning to use data more accurately to support this process. Partnerships with parents are positive and the Parent Teachers Association (PTA) is an effective conduit between the school and the parents. Governors have clear roles and responsibilities and are focused on enhancing the school's provision.

Students' achievement

In the Kindergarten (KG), children's attainment and progress in all key subjects are acceptable. In the primary and middle phases, students' attainment and progress in Islamic education are acceptable, however in Arabic as an additional language their attainment is weak in both phases. Progress is acceptable in the primary phase, but weak in the middle phase. In English, mathematics and science in the primary and middle phases, students' attainment and progress are consistently good.

Students' personal and social development, and their innovation skills

Students' personal development is a strength of the school. Within classes and around the school, students exhibit exemplary behaviour. They show respect for each other and their teachers. They have a secure understanding of the benefits of healthy food and exercise, and know how to keep safe.

Teaching and assessment

Teaching for effective learning is strongest and most consistent in the primary phase where teachers plan engaging, challenging lessons. In the KG, and in some middle phase subjects, teachers do not always plan for interesting, independent activities and their questioning is often restricted to recall questions.

Curriculum

The quality of the curriculum in the upper phases of the school is stronger than the KG phase. In the upper phases there is better continuity and progress, as well as breadth and balance. Opportunities for students to use their creative abilities and to develop their own ideas, are in the early stages of development.

The protection, care, guidance and support of students

The school, guided by the effective policies, procedures and systems, provides good quality protection, care, and support for students. Students' well-being is a priority for the school. The provision for students with special educational needs and disabilities (SEND) is acceptable.

What the school does best

- The purposeful learning environment, and caring, well behaved and respectful students
- The good provision for health, care and support for students
- The achievement of primary and middle phase students in English, mathematics and science.







Key recommendations

- Improve the effectiveness of teaching, particularly in the KG, by:
 - engaging children's interest and make learning relevant to their needs;
 - ensuring children have time to complete their work and have opportunities to develop their independent working skills;
 - developing teachers' questioning skills to ensure more probing, open-end questions are asked, to support a deeper understanding by students.
- Improve teachers' analyses and use of external and internally assessment data, including CAT4 and international benchmark data, to modify the curriculum and adjust teaching.
- Accelerate students' progress and raise attainment in Arabic as an additional language by ensuring teachers:
 - provide frequent opportunities for students' to develop speaking, reading and writing skills;
 - raise their expectations of what students can achieve;
 - engage students in appropriately challenging tasks.
- Improve the learning outcomes for students with SEND by ensuring all teachers:
 - provide targeted support students to enable them to understand the key learning concepts;
 - differentiate work to match their specific learning need.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak
English 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
Mathematics 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good
Science 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

	KG	Primary	Middle
Learning skills	Acceptable	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 the school's targets:

- Students' attainment as indicated by the National Agenda Parameter (N.A.P) benchmarks is below expectations in mathematics, meeting expectations in English and above expectations in science.
- The school meets the registration requirements for the N.A.P.
- School leaders, at all levels, are committed to the National Agenda. The individual subject action plans reflect the growing understanding of the importance of data analysis.
- The school is in the early stages of using cognitive ability testing (CAT4) results to identify weaknesses amongst specific groups of students and to provide for the more able students.
- The school is making adaptations to the curriculum in order to meet the skill requirements of benchmark testing to develop students as global citizens.
- Teaching in the upper phases, is being adapted to provide more opportunities within lessons on making links to real life contexts.
- In an increasing number of upper phase lessons, students are provided with opportunities for independent research, enquiry and practical investigations.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- Moral education is taught as a discrete subject, as well as being effectively integrated across the curriculum.
- Teachers liaise to ensure consistency and continuity. They effectively use a variety of resources to engage and motivate students.
- Moral education is increasingly engaging and challenging. However, content is not always sufficiently adjusted to meet the needs of all groups of learners.
- Assessment of moral education and reporting to parents on student outcomes is at an early stage of development.

The school's implementation of the moral education programme is developing.

Social Studies

- The UAE social studies curriculum is balanced, relevant and effective in developing students' knowledge, skills and understanding.
- UAE social studies lessons are taught in English. Teachers plan appropriate lessons and make links to other curriculum areas to help students transfer their learning between subjects.
- Students work effectively in groups and increasingly use learning technologies to carry out relevant research.
- A variety of regular assessments provide appropriate measures of students' progress.

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


Innovation in Education

- The learning skills which enable students to think innovatively are not systematically developed in all subjects.
- Independent enquiry, investigations and the development of creativity are limited within lessons. However, students are keen to participate in extra-curricular activities which deepen their understanding of the environment.
- Teaching is not routinely adjusted to enable students to think creatively and innovatively.
- The school's curriculum identifies some opportunity for students to participate in extra-curricular activities, such as hydroponics and innovative social contributions. .
- The promotion of a culture of innovation within the school is informed by the school's vision. However, it is in its early stages and the impact on learning is not evident.

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

Main inspection report


1. Students' achievements

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable .	Acceptable .	Acceptable .
	Progress	Not applicable .	Acceptable .	Acceptable .

- Internal assessment data indicates students' levels of attainment are above curriculum standards. However, students work in lessons and in their workbooks only reflects acceptable progress when measured against the lesson objectives.
- Most students in both phases make appropriate connections with the real world and learning in other subjects. They are able to link Islamic concepts and expected behaviour to their daily lives.
- Students' Holy Qur'an recitations skills are underdeveloped. They have limited opportunities, particularly in the primary phase, to practice their skills. Consequently, they struggle to read verses from the Holy Qur'an using proper pronunciation.

For development


- Enable students' to improve their recitation skills and strengthen their ability to link classroom learning with the learning of the Holy Qur'an verses.

		KG	Primary	Middle
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak

- Students' levels of attainment are below curriculum expectations. They demonstrate weak speaking skills, because there are limited opportunities to develop them. Few students are able to form simple sentences independently when describing pictures or a familiar topic.
- Students in the primary phase demonstrate some acceptable levels of progress over time in their listening and speaking skills. Most are beginning to respond appropriately to questions using familiar visual or other cues.
- There are few independent writing and speaking opportunities for middle phase students, this inhibits their progress. Most students' memorise familiar Arabic words and a few students are able to use these words to improve their speaking and writing skills.

For development


- Provide more opportunities for students to improve their language skills by using only Arabic language during classroom instruction.
- Provide frequent and extended opportunities for students to improve their speaking and writing in meaningful contexts.

		KG	Primary	Middle
English 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

- In the KG, work in lessons and in workbooks indicates children are developing knowledge and skills at an acceptable level. In the primary and middle phases, internal school data shows students' attainment and progress as measured by curriculum standards are good. However, students' achievement reflected in international assessments are not as strong and are inconsistent.
- Students in primary and middle phases show strengths in speaking and listening. Although phonic abilities are not systematically developed in KG, reading skills are strongly developed in grades one to seven. There is generally a good balance between students' acquisition of the conventions of writing and their abilities to write creatively.
- In the KG, a new reading and phonic programmes have recently been introduced. It is too soon to measure the impact of these on attainment and progress. However, the frequent opportunities to write independently is positively engaging the more able learners, in particular.

For development


- Improve the progress of children in KG, particularly by building their knowledge and application of letter sounds in a structured and sequential manner.

		KG	Primary	Middle
Mathematics 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

- Students' attainment in mathematics is strongest in the two upper phases where a significant number of the older students bring a strong understanding of the concepts of mathematics from their previous schools. Attainment and progress in the KG is not as strong.
- Counting skills are a strength in KG but there is less evidence of children developing of an understanding of shapes, space and measures. Students in the upper grades, have a broad understanding of mathematical vocabulary which supports their use of mathematical operations but their application of skills are not as strong.
- The increasing use of manipulatives in the primary phase provides students with additional opportunities to find out and discover things for themselves. This enhances their understanding of mathematics through experimentation and discovery. In the KG, there is little evidence of children problem solving at age appropriate levels.

For development

- Improve students' development of mathematical skills in all phases.
- Enable children in KG to develop problem solving skills

		KG	Primary	Middle
Science 	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

- Students' attainment in the higher phases is above curriculum standards which is reflected in results from national and international tests as well as in internal assessment data. Attainment and progress in the KG phase is not as strong.
- In the upper grades students demonstrate stronger knowledge, skills and understanding than in the KG. Scientific investigations are overly directed in KG restricting the development of children's skills and understanding of key concepts.

- The majority of older students are able to investigate and conduct simple investigations, experiments and research using ICT devices. They develop scientific vocabulary and practical laboratory skills and apply these to real life contexts. This is less evident in the KG, where there are few opportunities for independent investigation.

For development

- Enable all students to fully develop independent skills of investigation.

	KG	Primary	Middle
Learning Skills	Acceptable	Good	Good

- Students are enthusiastic learners who take responsibility for their own learning. When teachers provide appropriate opportunities, they exhibit increasing levels of involvement, interaction and collaboration. However in Arabic in the middle phase, there are few chances for group work, and the use of learning technologies is limited.
- Students communicate their learning confidently and effectively. They are increasingly able to relate their learning to the real world, especially in mathematics and science.
- Children in the KG phase are eager, enthusiastic learners. They actively engage in all learning opportunities. However opportunities to make decisions and develop the skills of collaboration skills are often restricted. Consequently learning skills are less well developed than in other phases.

For development

- Provide frequent opportunities for children in KG and students in middle school Arabic to make choices, to collaborate in groups and regularly use learning technologies.

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

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Very strong personal development is a feature of a large majority of students across the school. Almost all respond very positively to critical feedback. There are high quality, respectful relationships between students and staff, and amongst students themselves.
- Children in the KG, are sensitive to the needs of others. They share resources well, help each other and support their friends without prompting. Bullying is extremely rare.
- Students have a very clear understanding of how to stay safe, including on the internet. They are well aware of the benefits of adopting healthy lifestyles, and almost all eat healthy foods and partake in regular exercise. Attendance levels are high across all phases.

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

- Students demonstrate an acceptable understanding and appreciation of the values and principles of Islam. The Student Council plays a growing role in promoting awareness of Islamic values. They encourage participation, and model the values in a range of activities, such as contributing to the UAE food bank during Ramadan.
- Students' understanding and appreciation of Emirati culture is stronger than their awareness of other cultures. They celebrate the many commemorative days, such as the UAE National Day, and host the Al-Watania Patriotic song competition.
- Students are aware of their own culture. They show respect for other nationalities and religions in the school. Although students are aware of cultural diversity from around the world, they are unable to demonstrate a deeper understanding of different cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Acceptable	Good	Good

- Students in the upper phases are involved in activities that impact positively on the school and wider community. They contribute to charity through fund-raising activities such as the foodbank and 'hair donation' for hospital patients.
- Students' work ethic is strong across the school. They are eager to learn and are motivated by their teachers and peers. For example; students from the middle school phase show they are good role models by demonstrating practical science activities to primary phase students.
- Students show increasing care for their school and its environment. They have developed hydroponics and aquaponics projects and raise awareness about healthy lifestyles. The Eco-Warriors collect newspapers for recycling and maintain a vegetable garden donating the produce to the needy.

For development

- Systematically raise students' awareness and understanding of a broader range of global cultures.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Good	Acceptable

- Teaching is strongest in the primary phase, where teachers plan engaging lessons, and ask challenging questions that encourage deeper thinking and investigation. In the KG, and in middle phase Arabic, teachers often do not provide tasks that match students' individual needs.
- In the KG, teachers do not always have an appropriate knowledge of early years' pedagogy. In the best lessons in the higher phases, teaching engages students in imaginative and challenging tasks, which includes the provision of practical mathematics, collaborative English opportunities and hands-on scientific enquiry.
- There are opportunities for students to use learning technologies to enrich learning and enhance research. However, independent enquiry, investigation and the development of creativity and innovation are only evident in a few lessons.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Across the school there is an emerging understanding of the schools new systems of tracking individual students' attainment and progress. The recent introduction and analyses of CAT 4 data is supporting the identification of gifted and talented students, and is enabling teachers to adjust their teaching to meet their learning needs.
- The school has established a comprehensive student progress tracking against its curriculum standards. The analysis and use of all assessment data by teachers is in the early stage of development.
- In the KG, teachers have a good knowledge of the strengths and weaknesses of individual children. Feedback to children about what they might do next to improve is not always effective. In the primary and middle phase, regular self-assessment is enabling students to take more responsibility for their own learning.

For development

- Implement the newly developed systems of assessment and ensure they are used by all teachers, to inform their planning.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Good	Good

- The KG curriculum, based upon the Early Years Foundation Stage (EYFS) curriculum is generally broad, balanced, and has a clear rationale. The school is compliant with both the curriculum and MOE requirements for Arabic and Islamic education.
- The curriculum is planned effectively in the upper phases to meet the needs of most students and ensure a smooth and seamless progression. There is some choice in subjects. Cross-curricular links are included and evident in a number of subjects although they are inconsistently applied.
- The curriculum is regularly reviewed and modified across all phases. Analyses of recent results from CAT4 and international benchmark tests have resulted in some modification to key subjects to enable students to develop the necessary skills in preparation for future external benchmarking tests.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The modifications of the curriculum to address the learning needs of different groups of students, is inconsistent and some modifications are not appropriate. There are too few opportunities especially for students with SEND and the more able, to develop their critical thinking and independent learning skills.
- Opportunities which encourage students to be creative and contribute to their community are in the early stage of implementation. An increasing number of extra-curricular activities are provided for students in the primary and middle phases.
- UAE initiatives and goals are clearly embedded into the curriculum and opportunities are taken to participate in local celebrations. In the best lessons, students are encouraged to reflect on their understanding of UAE culture and heritage

For development

- Improve opportunities for students to develop critical thinking and independent learning across all subjects especially in Islamic education and Arabic.

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

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

- Policies and procedures for safety and security are in place and contribute to a risk free, harmonious school environment. Staff are appropriately trained. Policies and procedures are shared and are available on the school's website.
- The school's transport system is well organised, and is equipped with an electronic registration system to monitor students' attendance on buses. Within the school, supervision is effective and ensures that all learning areas are safe and secure.
- Buildings are well maintained and designated staff are responsible for its security, maintenance and cleanliness. The school conducts regular safety audits, including fire drills. The medical centre staff play an active role in promoting healthy lifestyles.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Staff and students share strong relationships as a result of mutual respect and a culture of kindness. Effective behaviour management systems are in place. Very good attendance is promoted effectively and absences are followed up swiftly and efficiently.
- More able students are accurately identified using CAT 4. Systems for identifying and diagnosing students with SEND are improving, and are increasingly accurate. However the modification of lessons to meet the needs of students with SEND and those with gifts and talents is inconsistent.
- Teachers diligently monitor the well-being of students. All staff and students are committed to well-being in the school. Students trust staff to give them good advice, which results in a relaxed and positive learning environment.

For development

- Ensure that the most able students identified in the school are consistently supported and empowered to extend and deepen their learning,

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The leaders of the SEND department are well qualified and committed. They are responsive to the needs of students with SEND. The Inclusion governor and SEND team have produced an effective Inclusion action plan to guide future developments.
- Most students have their needs accurately identified, and in the best lessons work is accurately matched to students' personal and academic needs. Staff are developing their use of data to more accurately pinpoint teaching methods which target gaps in students' learning and skills.
- Effective partnerships have been established with parents to support students with SEND. Communication is very efficient and parents are provided with clear information which enable them to make judgements about their children's progress and well-being.
- Modification of the curriculum and differentiation techniques in the classroom are inconsistent in meeting all student needs. Many teachers do not share the key concepts of learning with students. Consequently barriers to learning are not always removed.
- Many students with SEND make good progress, but in some cases, clear opportunities for better understanding and concept acquisition are missed. Teachers often do not maximise possible student progress by ensuring high expectations of learning.

For development

- Ensure work in all subjects is accurately differentiated to ensure all barriers to learning are removed.

6. Leadership and management

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




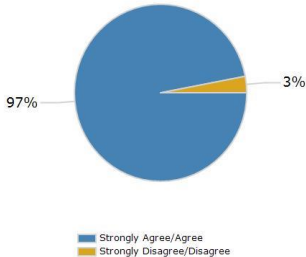
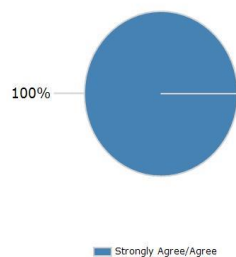
- The schools values and vision are clearly articulated by the schools leaders and have a positive influence on the climate of the school. The school presents as a happy and caring, school which places students' well-being high as a key priority. Leaders are committed to the national agenda although the national agenda action plan is not closely linked to improving student achievement.
- The school has developed a comprehensive set of self- evaluation, lesson monitoring and improvement planning systems. Use of data analyses results are beginning to secure a more accurate understanding of the schools' strengths and weaknesses. However, senior leaders do not plan effective interventions, prioritise improvements nor provide quality feedback to teachers to guide improvements in teaching.
- Partnerships with parents are strong and valued by the school. Parents, feel they are genuine partners in their children's learning. The school's PTA is extremely active. The schools range of communications regarding academic, social and emotional development is regular and comprehensive.
- The governing board supported by the advisory board is broadly representative of the community and meets on a regular basis to discuss a range of school related activities. However they seldom analyse assessment information about student achievements. Governors are increasing their understanding of how to hold school leaders to account.
- The day-to-day management of the school is effective. The school is adequately staffed, with staff being provided with occasional professional development. The premises are generally adequate with sufficient specialist rooms and facilities. However, some classrooms, particularly in the KG are small in size. Students with physical disabilities have restricted access to the upper floors.




For development

- Improve the quality of feedback provided to teachers, so all are clear of individual next steps for improvement.
- Ensure learning spaces in the KG, are sufficient to ensure all children can access a full range of appropriate learning experiences.

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.

 Students No. of responses = 0	 Parents No. of responses = 623	 Teachers No. of responses = 67
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>97% 3%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 Students	Not applicable
 Parents	Parents who returned the survey, are satisfied with almost all aspects of the schools provision. They are particularly complimentary of the students' exemplary behaviour, their children's happiness while at school, and the quality of the school's educational provision. A minority felt that their children are not developing sufficient independent learning or technology skills to conduct research and that the counselling services, particularly careers and academic guidance, are insufficient.
 Teachers	Teachers who responded to the survey are overwhelmingly positive about all aspects of the schools provision.

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