

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

**Inspection Report
2018-2019**

Dubai National School

11 YEARS OF INSPECTIONS

Good



























Curriculum
US



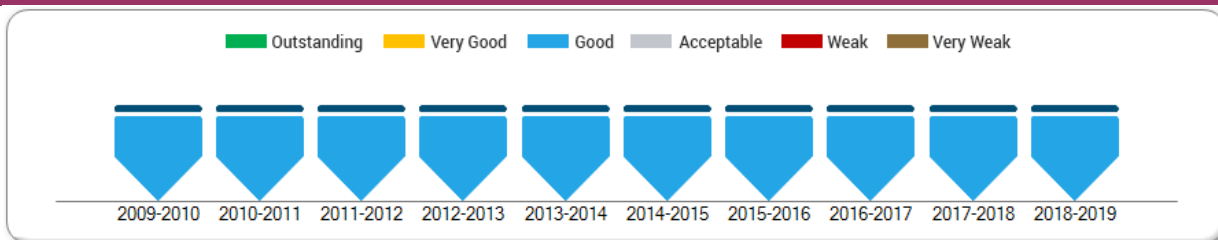
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School Information

General Information	 Location	Al Barsha
	 Opening year of School	1988
	 Website	www.dnsalbarsha.com
	 Telephone	04-3474555
	 Principal	Suad Abu-Harb
	 Principal - Date appointed	9/1/2014
	 Language of Instruction	English
	 Inspection Dates:	26 to 29 November 2018
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	2630
	 Number of Emirati students	1643
	 Number of students of determination	198
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	250
	 Largest nationality group of teachers	Jordan
	 Number of teaching assistants	22
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	8
	 Teacher turnover	11%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	TIMSS, PISA, PBTS,
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP

School Journey for Dubai National School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Throughout the school, students demonstrate good or better achievement in all key subject areas. Those in the high school show especially strong outcomes. Students across all phases are now showing positive progress in their external assessment results. Outcomes in the elementary phase are not strengthening as rapidly as those in other levels. Opportunities for independent learning do not occur frequently in Kindergarten (KG) or elementary school, and students' progress is slowed as a result. Students' learning skills improve as they move through the phases.
- Students in all phases have positive attitudes to school, their learning and their future. These attitudes help them to develop self-confidence and positive relationships with other students. They are considerate, respectful and tolerant of the differences between themselves and their classmates. Almost all students have a good understanding of how Islam shapes their lives and the impact of Islam on the UAE society. Attendance and punctuality are excellent.

Provision for learner

- Most teachers demonstrate secure subject knowledge. In English, mathematics and science, the quality of teaching is strongest in the high school, where pedagogy is more effective. The level of rigor is variable across the phases. Teachers' use of data to inform learning is evolving, especially in the high school. A wide variety of assessment measures is used. Analysis of the available data is thorough. However, the use of the assessment data to inform lesson planning and to adjust teaching strategies is variable.
- Common Core State Standards of the State of Massachusetts form the heart of the US curriculum, with Ministry of Education (MoE) as the source for Islamic education, Arabic, and social studies. Frequent curriculum review helps to align the sequence of standards to meet the needs of learners more closely. The use of data to inform curriculum modification is now more frequent. Students' use of technology has expanded the scope of learning, with opportunities to learn independently through research and experimentation.
- The school has developed effective health and safety practices to ensure that students are safe at all times. Child protection policies are in place, and all staff members are trained. Each understands his or her responsibilities. Students' arrival and dismissal from school are well supervised. A well-staffed clinic provides regular health checks. Provision and support for students of determination across the phases are acceptable.

Leadership and management

- The principal has a clear vision for the school, which is shared with all stakeholders. Careful tracking of progress is accomplished through analysis of internal and external benchmark assessments. Parents contribute to the school development plan and are well informed of their children's progress. Governors hold senior leaders to account for students' outcomes. The governing board has provided sufficient staffing and improved resources to encourage the development of 21st century skills.

What the School does Best:

- Students' knowledge of Islamic values and how they impact on everyday life in Dubai
- The quality of personal development and social responsibility
- Provision for the health and safety of students and staff
- The partnership between the school and parents, resulting in a trusting culture for students' growth
- Innovative thought, enterprise and entrepreneurship opportunities for students.







Key Recommendations:

- Improve the outcomes for students of determination by developing the identification process to inform planning and ensure interventions that target barriers to learning.
- Develop a more consistent quality of teaching by sharing best practice and by providing ongoing support for teacher development.
- Use assessment data more effectively to develop personalized pathways to learning that ensure greater potential for success.
- Improve learning skills by providing more opportunities for innovation, critical thinking and independent research and by limiting the teacher-directed activities that have predictable outcomes.

Overall School Performance

Good

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	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	Very good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Very good	Very good
Learning skills		KG	Elementary	Middle	High
		Good	Good	Good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Good	Good	Very 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			Very good	
Governance			Good	
Management, staffing, facilities and resources			Good	

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

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

School's Progression in International Assessments

meets expectations

- The school makes acceptable progression on the NAP test. Students' attainment on the NAP test is much lower than their progress. Their progression on TIMSS is acceptable in Grade 4 and at least very good in Grade 8. Their progression on PISA is weak at best. Comparing CAT4 data to achievement data shows that most students exceed their potential in English, mathematics and science.

Impact of Leadership

meets expectations

- School leaders have made analysis of assessment data a priority for the school. They have worked to ensure that data analyses are used in every lesson plan. They do monitor the implementation of these plans in the classrooms through lesson observations. However, teachers' use of data to differentiate instruction is variable in effectiveness across the subjects and phases.

Impact of Learning

meets expectations

- Teachers' questioning to promote critical thinking is variable across the school. In the better lessons, teachers ask open-ended questions that require students to think outside the box. Students use technology regularly but not always to carry out advanced research. They mainly use technology in lessons to get access to documents or simulations and to carry out basic research.

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

For Development:

- Improve students' attainment in English, mathematics and science.
- Ensure that all the systems in place for analyzing and sharing assessment data lead to improved student outcomes.
- Ensure that students use technology more consistently in the classroom to carry out advanced research, especially in higher grade levels.

Reading Across the Curriculum

- The school effectively analyzes reading and cognitive assessment data and shares the information with parents and students, and particularly with teachers to inform their practice.
- Teachers use a wide range of online tools, activities and resources to motivate students and to promote reading strategies that help develop capable, confident readers.
- The four libraries are well-stocked and used frequently. They host a range of events but are not actively involved in planning reading across the curriculum.
- The school is committed to improving reading skills across the curriculum through a high-quality, whole-school program.

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

For Development:

- Make the libraries more student friendly and ensure that they all play a stronger role in developing independent reading skills and fostering a real love of reading.

UAE Social Studies

- The UAE social studies curriculum has been effectively modified to incorporate engaging and stimulating lessons that are based on students' interest. The learning needs of most students are met.
- Learners work well independently and demonstrate proficiency in finding out new information. They are innovative and creative in project work, using their critical thinking skills to make relevant conclusions.
- In lessons and in their recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that exceed expectations.
- Internal assessment information indicates that a large majority of students make better than expected progress in relation to individual starting points and the curriculum standards.

The school's implementation of the UAE social studies program is above expectations.

Innovation

- The majority of students are able to plan and pursue their own lines of research, using appropriate technology. Students' ability to apply innovative skills in group work and problem solving is well-developed.
- Students participate in a wide range of projects, which develop their skills of innovation and creativity. Older students participate in a variety of enterprise activities through partnerships with businesses, government agencies and universities.
- The majority of teachers provide opportunities to stimulate students' creativity through problem-solving activities. The schools' enrichment programs promote independent learning and self-reliance.
- The curriculum features a wide range of opportunities for students to apply the skills of innovation through extra-curricular activities and leadership projects.
- Leaders are committed to the promotion of innovation. Staff receive suitable encouragement and help in creating successful, creative opportunities for students to apply the knowledge and skills of innovation.

The school's promotion of a culture of innovation is systematic

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students in high school demonstrate higher levels of understanding and knowledge than in the elementary and middle schools. Their expertise in examining the Holy Qur'an to extract information regarding halal and haram is well developed.
- In the elementary school, students know the importance of Friday prayer and its benefit to the individual and society. In the middle school, students, through their study of Sunnah and Seerah, can identify members of the family of the Prophet (PBUH) and their impact upon Islamic culture. They can also identify the Pillars of Islam. Older students are firm in their understanding of the steps of Hadeeth.
- In Holy Qur'an recitation, students' skills are developing rapidly in all phases due to the provision of extra lessons.

For Development:

- Increase the level of challenge in teaching and assessments, and give clear feedback to help students improve their achievement.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students' listening skills are very strong across the phases. Girls perform better than boys, particularly in the middle and high schools. Internal assessment results are very high and do not accurately reflect the levels evident in lessons or in students' work.
- The majority of students are developing their comprehension skills well. Their fluency of reading is good. However, the quality of their writing varies. In many classes, students have completed very few pieces of writing. They do not use standard Arabic confidently when expressing their ideas.
- The 'let's read' initiative develops reading well, but the lack of monitoring and feedback results in inconsistent impact.

For Development:

- Raise achievement levels for boys, particularly in the middle and high schools.
- Develop internal assessments to produce more accurate evaluations of students' attainment.
- Provide more frequent opportunities for students to write effectively in a range of genres.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Very good	Good	Good
Progress	Not applicable	Very good	Good	Good

- Students are developing their language skills well, particularly in the elementary school. Internal assessment results are very high but do not accurately reflect the levels evident in lessons and in students' work.
- Students' achievements, especially in the elementary school, have been maintained due to the high-quality and effective support in very small classes. Their listening and reading skills are strong. However, their writing and speaking skills are underdeveloped, particularly in the middle and high schools.
- Students enjoy learning by using role-play, in which they are highly engaged, particularly in the elementary school.

For Development:

- Develop rigorous internal assessments which produce more accurate evaluation of students' achievement levels.
- Improve students' writing and oral communication in standard Arabic, particularly in the middle and high schools.
- Extend the range of learning activities and experiences for students in order to develop all four skills.

English

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Very good	Good	Good	Very good

- From KG through to high school, lessons consistently focus on reading, writing, listening and speaking skills. Phonics and guided reading in the elementary and middle schools produce high school students who can confidently express their thoughts in speaking and writing.
- Most students are eager to participate in lessons and share their developing language skills. In the middle and high schools, most students' written responses to literature and poetry reveal a strong understanding of the mechanics of writing and appreciation of literature.
- Students' use of electronic tablets and laptops in all grades enable them to research topics and share information, making their discussions and writing more vibrant and interesting.

For Development:

- Provide greater challenge for the most talented students in high school.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Very good ↑
Progress	Good	Good	Very good	Very good

- Students' conceptual understanding and achievement are stronger in the upper phases, especially in the high school, where they have better opportunities to apply their knowledge.
- Through a sequential development of mathematical vocabulary and attention to detailed mathematical processes in each phase, students demonstrate growth and understanding of the application of mathematics to everyday life.
- The increased availability of online resources has provided students with additional opportunities for investigation and creativity that are helping them improve their outcomes.

For Development:

- Provide more opportunities for critical thinking, higher-order thinking and application of knowledge in the elementary and middle schools.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Very good ↑
Progress	Good	Good	Very good	Very good

- In all phases, students exceed expectations in their knowledge and understanding of scientific concepts. The development of scientific skills, through the claim-evidence-reason approach, is especially strong in the middle and high schools.
- Levels of attainment in internal and external tests are more congruent in the middle and high schools than in the elementary school. Progress levels are stronger than attainment levels on the Measures of Academic Progress (MAP) test in all phases. In the elementary school, students' progress is often hindered by lesson planning that does not sufficiently allow them to learn independently.
- The recent introduction of science, technology, engineering, the arts and mathematics (STEAM) classes is beginning to have a positive impact on the development of students' scientific skills by the end of the elementary school.

For Development:

- Ensure that lesson planning in the elementary school enables students to learn more independently in order to accelerate their progress.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good	Very good

- At all levels, students take responsibility for their learning, especially when teachers provide opportunities for independent thinking. High school students demonstrate a high level of responsibility for their learning and take pride in their work.
- Students demonstrate strong oral communication and collaboration skills. Development of their written communication skills is inconsistent across the phases. When given the opportunity, they excel in group work and independent learning.
- Especially in the high school, students demonstrate strong skills in critical thinking, problem solving, creativity and innovation. In independent and team projects at high school level, students accomplish high quality work, integrating previous learning in creative and reflective ways.

For Development:

- Create more opportunities for students' independent use of resources across the phases.
- Improve planning to include more opportunities for students to learn independently by extracting information from texts, by predicting and by developing strategies that ensure positive outcomes.

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

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

- Students in all phases have positive attitudes to school, their learning and their future. These positive attitudes impact on the development of their self-confidence and positive relationships with others.
- In all phases, students are considerate, respectful and tolerant of differences between themselves and their peers. They acknowledge the impact of Islam on their personal behavior and on the culture of the UAE.
- The promotion of healthy life styles is an integral part of students' development. It is evident in displays throughout the school and emphasized in everyday activities.

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

- Students have internalized the appreciation and understanding of how Islamic values influence contemporary UAE society.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence the contemporary life in the UAE. They participate in a wide range of cultural activities inside the school and in the community.
- Students demonstrate good understanding, awareness and appreciation of their own and other world cultures, due to opportunities to travel outside the UAE. Most students have experienced a variety of world cultures first hand.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- In all phases, students are involved, active participants in the life of the school, the community and the UAE. Their engagement in these initiatives has positive impact on the development of their leadership skills.
- Innovative thinking and creativity are embedded into the culture of the school through a variety of opportunities such as STEAM, Think Science, UNESCO and Women's International Day.
- Students are enthusiastic participants in school and student-directed programs to promote sustainability, recycling and conservation locally, nationally and globally.

For Development:

- Provide increased opportunities for students in the elementary and middle schools for volunteering, community involvement and entrepreneurship.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good	Very good ↑

- In most subjects, teachers demonstrate secure subject knowledge. In English, mathematics and science, the quality of teaching is strongest in the high school where pedagogy is more effective. Rigor is variable across most subjects, particularly in the elementary and middle schools.
- Lesson planning to reduce learning gaps is a developing feature. Additional teaching resources are used effectively, following professional development training. Teachers' use of assessment data to inform teaching is beginning to appear, especially in the high school.
- Additional support teachers have been added to the boys' classes to try to close the attainment gap between boys and girls. Most teachers are inconsistent in providing opportunities for students to develop their independent learning skills.

	KG	Elementary	Middle	High
Assessment	Good	Good	Good	Good

- The school has systems to collect and analyze different types of assessment data. Leaders have ensured that all teachers have access to data analyses and that they use them in planning their lessons. In the better lessons, teachers plan and offer activities that take into consideration students' learner profiles and ability levels.
- The school is working to reduce the gap between internal and external assessment data and has been successful in doing so in certain phases and subjects. School leaders ensure that internal assessments are aligned well with curriculum standards.
- Leaders have recently made formative assessment and assessment for learning a priority. However, there is limited evidence that this has had a substantial impact on improving students' outcomes.

For Development:

- Improve consistency in teaching and the quality of lesson plans across the subjects and phases.
- Ensure that alignment of internal tests with curriculum standards reduces the gap between internal and external assessment data.
- Ensure that the data analyses are used not only in planning lessons but also in delivering them effectively.

4. Curriculum

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

- The curriculum is aligned with the Massachusetts State Standards. It supports students' progress through the grades, from phonics and guided reading in the elementary school to highly-developed studies and projects in English, mathematics and science in the high school.
- Technology is a major part of curricular improvement. In-class and external electronic portals are used to broaden learning and assessment options. This focus on technology, especially in the high school, supports instruction and contributes to impressive student innovation projects.
- Continual curriculum review realigns the sequence of standards to meet the needs of the learners more closely. The use of data to inform curriculum modifications is improving. "Zero Day" encourages all students to select extra-curricular activities to enhance their school experience.
- Moral education is taught from Grades 1 to 12 in Arabic for Arabic speakers and in English for the others.

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

- High school students are engaged in innovative projects that promote leadership and independent skills. The curriculum is enhanced by an enrichment program that offers students a range of activities to stimulate learning. Children in KG have limited opportunities to develop personal responsibility.
- Links with Emirati culture and UAE society is a strength across the school. Curriculum modification features cross-curricular links in the majority of subjects. Curriculum adaptation to meet the learning needs of all students is variable and is less effective in some classes.
- The school has enhanced its use of online courses to focus on numeracy and reading through independent learning. The STEAM program is now offered to elementary students as a means of extending their development in four disciplines.
- All children in the KG study Arabic. There are six 40-minute sessions per week.

For Development:

- Ensure that curriculum modification is personalized for, and understood by, students in all subjects across the phases.

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 provides a clean, well-maintained and well-managed facility that supports health and safety for the entire community. Staff are well trained in health and safety procedures. There are appropriate policies and procedures, and good documentation of all matters pertaining to health and safety, including child protection.
- Students and staff contribute to a healthy, safe, friendly, and supportive learning environment. Students demonstrate notable personal development and social responsibility. They take pride in their work and in the school community.
- Healthy eating, healthy behaviors, community-mindedness and other aspects of healthy living pervade the curriculum and school culture. Students also demonstrate pride in their country and concern about human health and well-being around the world.

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

- Positive staff-student relationships and good student behavior foster positive learning environments across the school. Well-established and effective practices ensure the accurate recording of attendance and tardiness.
- School policy and procedures are in place to ensure that students of determination and those with gifts and talents are recognized and supported. The KG counselor and teachers work collaboratively with parents to identify needs and to provide support for students at an early stage.
- The school offers a range of support and accommodations for the benefit of students with varying abilities. Counselors work in partnership with parents. Career guidance counselors provide valued advice to senior students on career choices and university applications.

For Development:

- Provide career guidance to all students throughout their time in the high school.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The governor for inclusion and senior leaders are committed to maintaining an inclusive ethos throughout the school. The inclusion team is responsible for strategic planning and works to improve student outcomes through regular reviews of provision.
- The school relies on assessments, reports from parents, checklists and observations to identify students who are underachieving or experiencing difficulties in their learning. However, there is an underdeveloped understanding of the barriers to learning experienced by many students, and of the use of the categories of identification.
- Parents receive frequent updates on their children's academic, personal and social development. Parents attend individual planning and review meetings, but some like to have more input into planning and to receive better guidance on how to help their children at home.
- Teachers and support teachers work together to promote students' academic learning and their personal and social development. However, support and interventions are not always sufficiently personalized to develop specific skills and do not always address individual barriers to learning.
- A large majority of students are making expected academic progress. Informal and formal assessment and well-written individual education plans (IEPs) facilitate the tracking of students' progress. However, IEP goals do not sufficiently address individual students' barriers to learning.

For Development:

- Extend the skills of the learning support team to improve the quality of provision.

6. Leadership and management

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

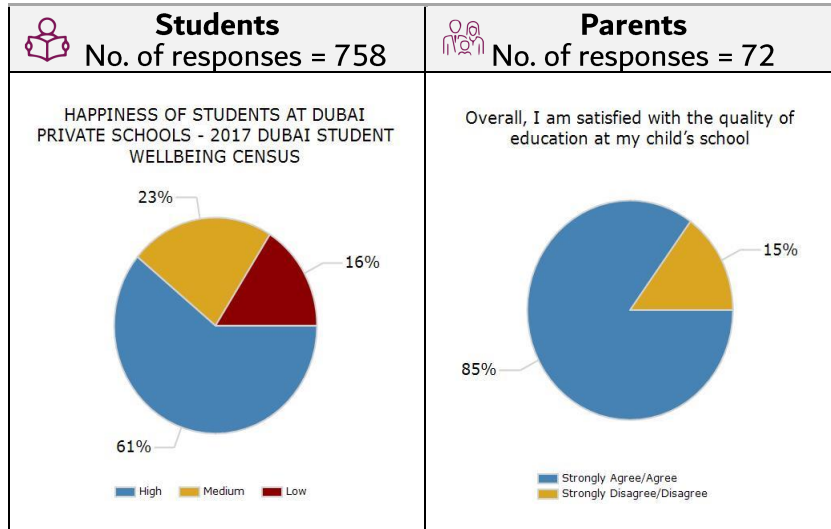
- The principal has a very clear vision for the school. The members of the school board are aligned behind her leadership. Senior leaders have a deep understanding of the curriculum. They share best practices in teaching with both established and developing teachers. Methods of communication are clear and emphasize professional accountability. Senior and middle leaders are united about what has to be done to improve the school. They are committed to sustain school improvement.
- Leaders use a wide variety of internal and external benchmark assessments to evaluate school performance. The monitoring of teaching has been improved, through more frequent visits to lessons followed by clear recommendations for improvement. There has been progress in addressing the recommendations of the previous inspection report. Performance has improved in some key areas.
- Parents are very pleased with the Islamic environment that the school is providing, as well as with the success stories of some of the school's graduates. Many parents are actively involved in the school and participate in a range of events. The school benefits from the discussions in the parents' council. There are extensive and highly-effective systems of communicating with parents, a minority of whom welcome more sports activities for girls.
- The board of governors includes a variety of stakeholders, including the owners, parents and a student representative. Some of the governors are professionals in education. The board regularly examines the school's performance and holds senior leaders accountable for students' personal development and academic achievements. The governing board is committed to providing adequate staffing and the necessary resources to enable the development of 21st Century skills.
- Effective communication between management and staff contributes to a professional learning environment. Since the last inspection, the redeployment and training of staff have helped move the school forward. The facilities, including the specialist facilities for physical education, science and technology, and the outdoor spaces, provide a good learning environment for students. There is a careful oversight of on-line activity, and there are appropriate restrictions on internet access.



For Development:

- Empower middle leaders to drive innovative teaching and learning in lessons and to provide opportunities for students to express their creativity.
- Stimulate independent pathways to learning, through adjusted teaching strategies and innovative laboratory experiences supported by STEAM.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Almost all students who responded to the survey enjoy school and report that they feel safe while there. A large majority express a high sense of well-being. They feel connected with adults and peers in the school and believe that the school fosters a positive climate for learning. They have strong motivation to do well and are engaged in their learning. They believe that they have the skills needed to be academically successful.
 Parents	<ul style="list-style-type: none"> Only a small number of parents participated in the survey. Most are satisfied with the quality of education provided by the school. They believe that leaders and staff listen to their views. A large majority consider that teachers help their children to develop their learning skills. They also indicate that regular communication keeps them informed of their children's achievements and of ways to support them at home.

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