



National Agenda



Early years



Special educational  
needs and disabilities




Innovation

## Inspection Report 2015-2016

Foremarke School

Curriculum: UK

Overall rating: Good

Read more about the school 



www.khda.gov.ae

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



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Barsha South
Type of school	Private
Opening year of school	2013
Website	www.foremarkedubai.org
Telephone	04 8188600
Address	Dubai Land
Principal	Alistair Bond
Language of instruction	English
Inspection dates	21 to 24 March 2016

### Students



Gender of students	Boys and girls
Age range	3-10
Grades or year groups	Nursery to Year 5
Number of students on roll	397
Number of children in pre-kindergarten	0
Number of Emirati students	1
Number of students with SEND	30
Largest nationality group of students	British

### Teachers / Support staff



Number of teachers	43
Largest nationality group of teachers	British
Number of teaching assistants	15
Teacher-student ratio	1:8
Number of guidance counsellors	0
Teacher turnover	7%

### Curriculum



Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	none
Accreditation	none
National Agenda benchmark tests	GL



## Summary for parents and the community

**Foremarke School** was inspected by DSIB from 21 to 24 March 2016. The overall quality of education provided by the school was found to be **good**.

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

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



2015 - 2016 Good





### How well did the school perform overall?

Overall, **Foremarke School** provided a **good** quality of education for its students.

- Students' attainment and progress were at least good in all subjects across the school with the exception of Arabic and Islamic education where, despite good progress, attainment was acceptable. Attainment and progress in English were very good in both phases. In the Foundation Stage children developed very good learning skills. They were independent and curious learners.
- The behaviour of almost all students was exemplary. They had a positive work ethic. They demonstrated a respect for the Islamic context of Dubai. Older students were able to talk about the heritage and culture of the UAE but lower primary students were less knowledgeable.
- The majority of teachers planned lessons that had a clear purpose and provided learning that was interesting. They asked questions that required students to think carefully about their answers and helped teachers to find out how well each student understood their learning. Systems to measure students' progress were not fully developed or accurate.
- In the Foundation Stage the curriculum provided children with exciting and stimulating learning experiences. In the primary phase the curriculum was broad and interesting but had not been fully reviewed to take into account all requirements of the revised UK curriculum. Teachers were effective in moderating the curriculum to meet the needs of students with special educational needs and disabilities (SEND)
- School buildings were very well maintained: they were clean and hygienic. Students were well supervised throughout the school day. Students were well cared for and felt safe. However, child protection procedures were not known nor understood by all staff or students.
- The leadership, vision and direction of the school had gone through a number of changes since the school opened. Many leaders were new to their roles and, as a result, self-evaluation and monitoring procedures were at an early stage of development. Most parents had a positive view of the school. Facilities and resources were very good and had a positive impact on learning.



### What did the school do well?

- Attainment and progress in English were very good.
- Teaching and learning in the Foundation Stage were very good.
- The attitudes and behaviour of students in lessons and around the school was very good
- Resources and facilities were provided that had impacted very positively on students' learning.





### What does the school need to do next?

- Strengthen the impact of leadership at all levels by urgently reviewing policies and procedures, including those related to safeguarding and SEND and ensuring that they are fully communicated, understood and consistently implemented.
- Increase the pace of curriculum review to ensure that it fully matches the revised National Curriculum for England and provides regular opportunities across subjects for students to apply their skills and demonstrate the depth of their understanding.
- Improve assessment systems to provide accurate measures of students' progress linked firmly to the revised expectations of the National Curriculum for England.
- Use the information from rigorous monitoring and evaluation to improve the accuracy of self-evaluation and set clear measurable targets for improvement.



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

- Students with SEND made good progress in their lessons because teachers modified tasks appropriately and provided the individual attention and support which helped their learning.
- Parents were informed of their child's progress through the normal whole school reporting methods for attainment and progress and through more regular informal conversations with the class teacher.
- Most parents of students with SEND had a positive relationship with the school. Communications were generally appropriate but lacked structure and consistency.
- All parents of students with SEND were encouraged to work with the school and be involved in their child's education. However, their contribution to the identification and review of their child's additional needs was not yet systematically managed.
- Parents of students with SEND felt generally well-supported by the school and were pleased with their child's progress. But, there was currently limited guidance for parents, which was specifically targeted to the challenges experienced by students and their families.

### National Agenda Parameter



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

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

#### Main points:

- The school did not meet the registration requirements of the National Agenda Parameter.
- The school did not yet have National Agenda targets.
- The school had not effectively promoted the National Agenda to most of its stakeholders. Important information relevant to all stakeholders was not available on the school's website. Reasons regarding student's participation in international assessments had not been fully communicated to parents students or staff.
- The curriculum had been not been adjusted to take account of the requirements for international assessments. There were no evident preparations for students to participate in TIMSS. Some students were beginning to demonstrate the skills that will be tested in international assessments in English and science.
- Due to effective teaching in English and science, students' were developing critical thinking skills but teachers did not include this routinely as part of their planning. There was no convincing evidence to indicate that the school had implemented strategies linked specifically to the National Agenda to ensure students develop critical thinking skills.
- There were too few opportunities provided for students to gather a wider range of information from different sources. Use of ICT was limited to recording learning outcomes and to general internet research. There were too few opportunities for students to extract and analyse information for themselves from a wider range of information.

## Innovation in education

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

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



### Promoting a culture of innovation:


- School leaders understood the importance of responding to the national innovation agenda. They were aware of the need to promote a culture of innovation but had not yet articulated or communicated a vision to their stakeholders. Plans to train teachers to integrate the development of students' innovation skills into teaching and learning practices and to develop teachers' and leaders' capacity for promoting innovation were yet to be implemented. The school's infrastructure and curriculum has the potential to support a wide range of innovation strategies once these were determined.



Overall school performance

Good

1. Students' achievement

		Foundation Stage	Primary
<b>Islamic education</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
<b>English</b> 	Attainment	Very good	Very good
	Progress	Very good	Very good
<b>Mathematics</b> 	Attainment	Good	Good
	Progress	Good	Good
<b>Science</b> 	Attainment	Good	Very good
	Progress	Good	Good

	Foundation Stage	Primary
<b>Learning skills</b>	Very good	Good

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

	Foundation Stage	Primary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Good	Good

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Good
Assessment	Acceptable	Acceptable

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable
Curriculum adaptation	Good	Good

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable
Care and support	Good	Good

## 6. Leadership and management

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



## Main inspection report

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

### Judgements are made on a six-point scale



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

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

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

## 1. Students' achievement

### Foundation Stage

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	Very good	Very good
Mathematics	Good	Good
Science	Good	Good

- The large majority of children attained above curriculum standards and made very good progress in developing their communication, language and literacy skills. Children spoke confidently and clearly using a wide vocabulary. They recognised common words, were beginning to read age appropriate text and enjoyed listening to stories. Children in FS2 who were learning about the 'Bad tempered ladybird' enjoyed talking about what made them bad tempered. Children had excellent knowledge of letters and sounds. They used their phonic knowledge to read unfamiliar words or to write words and simple sentences. Children had made up their own ladybird stories and had attempted to write these into little paper-folded books. Groups of children made similarly strong progress.
- In mathematics, in lessons and over time children made better than expected progress against the outcomes for shape, space and measure and number. The majority attained above age related expectations. They were able to confidently count in tens and fives, recognise numerals beyond twenty and accurately count up to at least 10 objects. Children were able to create repeating patterns, measure quantities and compare objects by size, length or weight. Children in FS1 enjoyed the challenge of making repeated patterns with small coloured marshmallows. Their ability to tell the time and solve problems was developing.
- The majority of children were knowledgeable about living things and used their senses to explore the properties of materials. For example they melted chocolate to 'bake nests for their chocolate eggs. They could describe basic animal behaviours and were aware of different habitats. Older children could identify different weather conditions and were able to talk about seasonal conditions. Children had regular opportunities to explore and investigate, and could talk about their discoveries. The majority, including different groups of children, made better than expected progress and achieved levels above curriculum expectations.

### Primary

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

- In Islamic education the knowledge and understanding of most students were broadly in line with Ministry of Education expectations, with a few gaps in knowledge and recitation skills. In some year groups specific concepts and topics were revisited in order to consolidate their knowledge base, such as prayer in Years 1 and 2. This helped all groups of students to make good progress overtime. The majority of students could, with help, recite short Surahs from the Holy Qur'an. A strength in lessons was the students' ability to reflect on their learning and relate it to their own lives.
- In Arabic as a first language, most students had attainment levels that were in line with expectations. They showed secure competencies in most of the skills; however extended writing was less effective. Progress was faster when students were fully involved in active learning. For example, in Year 2 when assessment took the form of a game with students searching for words hidden in the classroom and reading them correctly. Most groups of students made good progress due to the good use of assessment and target setting.
- In Arabic as an additional language, most students had attainment levels that were in line with expectations against curriculum requirements. They showed adequate competencies in line with their starting points in most of the skills. However, writing was less well developed. Progress had improved over the last two years and it was good in lessons especially when students were encouraged to express their ideas freely using standard Arabic. An example of this was seen in Year 3 when students could talk about their family members' daily activities. Girls were making better progress than boys in Years 4 and 5.
- The attainment of the large majority of students in English was above curriculum standards. Across the primary phase, all groups of students made very good progress in lessons and over time. They were articulate, confident speakers. Most students in Year 1 were capable of reading and understanding simple and increasingly complex sentences. They had good phonic skills. In Year 2 students could interrogate poems and discuss similarities and differences between them. By Year 4 students wrote extended pieces of writing. Their linguistic skills were clearly progressing. They knew their strengths and what they needed to do to improve. By Year 5, students had an in-depth awareness of various authors' styles such as using a narrator to tell the story through the third person.
- Internal test scores compared to the mathematics curriculum standards revealed that the majority of students' attained levels that were above expectations. Students' attainment in mathematics was not externally validated or benchmarked against international expectations. Students' starting points were not taken into account at the start of the primary phase and this made the measurement of progress over time difficult. All groups of students, including those with SEND made good progress in lessons. Students could demonstrate their knowledge in the four mathematical operations. There were limited opportunities for students to develop conceptual understanding in mathematics and apply their mathematical skills to real life examples.



- The large majority of students demonstrated attainment in science above curriculum standards. The school was at an early stage of developing systems to measure attainment in science against national and international standards and could not accurately demonstrate trends over time. In lessons, students consistently acquired knowledge and understanding of scientific concepts through hands-on activities. In Year 4, students learned how pitch and volume could be changed in musical instruments. They followed the steps of the scientific method in their investigations especially in predicting and experimenting. However, the progress of high attaining students was slower as work was not always sufficiently differentiated or challenging. Progress for other groups of students including Emirati students and those with SEND was good.

	Foundation Stage	Primary
Learning skills	Very good	Good

- In the Foundation Stage, almost all children were actively involved in their learning and concentrated very well on their tasks. Throughout the school, students were taking increasing responsibility for their own learning and could work well for long periods without teacher guidance. Their understanding of what they needed to know next, was well developed.
- Students worked well with each other and in small groups. They discussed ideas and were willing to present their understanding of what they were learning to the rest of the class. Most students, at all levels, communicated with confidence and enthusiasm on a range of topics. Children in Foundation Stage developed learning skills through collaboration and shared experiences.
- In some subjects, students made clear connections between their learning and their understanding of the world. This was especially evident in Islamic education but not as strong in mathematics. In Foundation Stage almost all learning was closely connected with everyday life and was integrated in a seamless manner.
- Students' enquiry skills were developing throughout the school. In most subjects, students were confident in their use of technology to improve learning and used tablet computers to research and gather information. Children in the Foundation Stage were given the opportunity to use learning technologies and they quickly acquired new skills and confidence to use the resources independently.

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

	Foundation Stage	Primary
Personal development	Very good	Very good

- Students in the primary phase demonstrated positive and responsible attitudes to learning. Children in the Foundation Stage enjoyed their learning. Their social and emotional development was rapid and also had a positive effect on their learning.
- Exemplary behaviour and conduct were evident for most students and this reflected the high standards of personal responsibility expected of them. Instances of bullying at the school were extremely rare. Students understood what to do about instances of bullying when they occurred.

- Relationships between students and their peers were extremely positive. Students valued friendships and were readily available to help each other. Students benefitted from positive relationships with staff. A few students found it difficult to empathise with the needs of those who may be different from them.
- Students demonstrated a very good understanding of the importance of healthy eating and the part this played in following a healthy lifestyle. The level of participation in sport and physical activities was high as a result of the wide range of opportunities available to them.
- Students' attendance and punctuality was very good in the primary phase which enabled all lessons to start promptly. In the Foundation Stage attendance was good.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good

- In the Foundation Stage children were able to talk about the main Islamic events such as Ramadan and Eid and explain in their own words what Muslims did during this time. Most students demonstrated a secure respect and appreciation for the Islamic context of Dubai. Their knowledge about how this had shaped society was varied.
- Through National Day celebrations and learning about landmarks in Dubai, camel farming and pearl diving, children in the Foundation Stage demonstrated a good understanding of the heritage and culture of the UAE. In the primary phase, older students were able to talk about main events in the history of Dubai, authors whose writings were contextualised to the UAE, in addition to aspects of development in the UAE that were recognised globally.
- Across both phases most students were able to make comparisons between their own culture and that of others. They consolidated their knowledge and developed their appreciation and understanding for other cultures by learning about and celebrating events such as the Chinese New Year.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students were responsible and contributed well to school life and the wider community, including volunteer activities. For example, they raised funds for Africa in a project called URIFAKI. They undertook responsibilities in school through the school council. They actively supported learning through the reading program where Year 5 students read for Year 1 students and in the wider community as members of the Eco Club.
- Students had a good work ethic. Through well-planned projects and activities that had social impact, students were acquiring the key skills needed to innovate and be creative. For example, the sprinklers researched by the Eco council and the installation of the Friendship Bench. They made informed economic decisions such as those related to water conservation.

- Students showed a good understanding of environmental sustainability. They looked for ways to care for their school and the world such as electricity saving and the use of solar panels. The Student Council conducted workshops and presentations about environmental awareness. Children in the Foundation Stage contributed appropriately to cleaning the school in the 'litter pick' day.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Good

- Most teachers throughout the school effectively applied their subject knowledge and understanding of how students learned. For example, English teachers applied their knowledge very effectively to enhance students' skills in listening, speaking, reading and writing. In Islamic education, teachers were able to extend students' understanding and application of what they were learning by providing real life examples.
- The majority of teachers planned lessons that had a clear purpose and provided learning that was interesting. The appropriate use of time and resources enabled students to achieve the lesson's objectives. In mathematics, the pace in some lessons was slow and this impacted on students' learning. The Foundation Stage classrooms were well organised to provide creative and interesting child-centred learning through carefully planned and well-resourced provision.
- In the better lessons teachers engaged students by asking questions that made them think. For example, in a Year 5 science lesson students were asked 'to find out if different shapes make a difference to the speed they fall through water?' A lively discussion followed with students offering ideas to prove or disprove this hypothesis. In a minority of lessons questions were only asked to obtain facts.
- Teachers met the learning needs of most students well but work was not always sufficiently challenging for the higher attaining students. In English, skilfully modified tasks supported and challenged students of all abilities. In Islamic education, teachers had high expectations of all groups of students and provided challenging work and excellent support. However, in mathematics, most students completed the same tasks with little differentiation.
- Teaching to develop critical thinking, problem solving and independent learning skills was evident in many of the better lessons. For example, students in Islamic education were encouraged to reflect on their learning and to think about what they would do differently if in a similar situation. In Year 3 science, students had to find out why and how shadows changed shape.
- In Arabic, teaching was most effective when activities were planned for students to be fully involved in their learning and opportunities were provided for the students to use their language skills in conversation and role play. Tasks were not always differentiated to match the needs of different groups of students.

	Foundation Stage	Primary
Assessment	Acceptable	Acceptable

- Internal assessment systems were mostly linked to the schools licenced curriculum, although this had not been fully adjusted to take account of the revised National Curriculum for England. The data generated by termly internally marked tests did not provide a comprehensive or fully accurate measure of student progress.
- Student performance was not measured through the use of international or other external benchmark tests. All assessments, other than those carried out at the beginning of the Reception year were carried out through internally marked tests. Comparisons made between internal data and UK benchmarks at the end of the Foundation Stage and Year 2 provided some limited comparison between school data and national curriculum expectations.
- A recently introduced computer based tracking programme enabled the regular analysis of data relating to individuals, groups and year groups. Students' progress was tracked over the course of each year but was not measured over time from students starting points. The transfer of assessment information from the Foundation Stage to Year 1 was not accurate and gave an over inflated measurement of progress.
- Assessment information generated by the recently introduced tracking system was not used consistently to inform teachers' planning or to modify the curriculum. Data was used to identify those students who may not be making expected progress and action was taken to provide additional support.
- Teachers had a good knowledge of students' strengths and weaknesses. Effective questioning in lessons and marking of work ensured that teachers were aware of students' knowledge and understanding. Regular opportunities for peer and self-assessment contributed to good progress in most subjects. Marking provided regular guidance towards next steps in learning and as a result students had a clear understanding of what they needed to do to improve.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Acceptable

- The curriculum was broad and balanced so that all subjects were included. Modifications had not yet been fully made to align it to the revised National Curriculum for England requirements. The school aimed to enhance its curriculum using the Independent Schools Examinations Board syllabus. However, there was a lack of strategic planning and clarity on how this and UAE priorities were to be integrated into the overall curriculum design.
- Curriculum planning in most lessons ensured that students learned systematically, and built upon previous knowledge. Transition arrangements from Foundation Stage to Year 1 were not always conducive to effective continuity and progression in learning. The school was currently focused upon curriculum planning to ensure that students who transitioned at Year 6 were well prepared.
- The children in the Foundation Stage had extensive opportunities to express their choices within their daily curriculum. Opportunities were more limited in the primary school for students to make choices in their approach to research, presentation, or to pursue learning in aspects of the subject that interested them most.



- The Foundation Stage curriculum provided a motivating and stimulating experience for young children starting school linking all aspects of learning into a holistic experience. In the primary phase, termly theme days provided interesting cross-curricular experiences for students. However, there were not enough planned or coherent opportunities for students to make purposeful and meaningful links between subjects to further enhance the depth of their knowledge, skill and understanding.
- The curriculum currently implemented in classrooms met the academic and personal needs of most students. The school was aware of the need to rigorously review the curriculum to ensure that the revised National Curriculum for England was consistently implemented in all classrooms. However, there was insufficient pace in proceeding with this priority and too little coherent leadership to drive improvement.
- UAE social studies was not fully integrated into the curriculum and an embedded part of different lessons.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- Teachers' strategies and planning to modify the curriculum to meet the needs of individuals or groups of students was evident in most lessons. However, this was not taken into account in the overall school curriculum plan. The needs of some groups of students were acknowledged, such as students with SEND, but this was not fully extended to meet the needs of gifted and talented students.
- Across most subjects, students experienced an interesting curriculum. This was largely due to skilled teachers rather than a coherent whole school curriculum plan. Planned opportunities for enterprise, innovation and creativity were limited. The school offered an appropriate range of extra curricula activities and most students participated in these clubs.
- Most subject planning included opportunities for students to contextualise their learning to the UAE. This was evident in various educational visits. Additionally there were opportunities for students to contextualise their learning in English by visiting the Literacy Festival, meeting and discussing the writings of Julia Johnson based on the traditions and customs of life in the UAE and Arabian Gulf.
- Arabic was not taught in the Foundation Stage.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable

- Staff supervised students well throughout the day. Students felt safe within the school. Students and staff knew what to do in an emergency. The school had an effective anti-bullying policy but no cyber safety policy. The child protection procedures were not fully understood by all staff or students.
- The school met most of their legal and regulatory requirements including evacuation procedures. Staff and students understood these procedures. However, fire evacuation diagrams were not evident within all classrooms.



- The school buildings were well maintained. Any incident which affected students' health, safety or well-being was systematically recorded along with any subsequent action. Appropriate medical information was shared with staff to ensure students' medical care at all times.
- The school premises were very clean and hygienic. The learning environment supported students' learning well, including those students with SEND. The school was fully accessible to students with limited mobility. The management of the science laboratories was effective, with all the necessary protocols being followed.
- Students were encouraged to make healthy life choices, such as eating healthily and taking regular exercise. All students had an annual body mass index check. Following this, where appropriate, the school nurse contacted students and their parents to give advice and support. Effective measures were in place to ensure students' remained safe in hot weather.

	Foundation Stage	Primary
Care and support	Good	Good

- Teachers had a good rapport with students in both phases of the school. Small classes were very conducive to a high quality interaction between individual students and their teachers. Teachers had a good knowledge and understanding of their students' personal and academic needs. The school implemented its behaviour policy consistently well and students' behaviour was almost always very good.
- The school had robust systems to promote and monitor attendance and punctuality. Parents were made aware of the importance of full attendance to their children's consistent learning and students received awards for exceptional attendance. As a consequence, attendance overall was very good.
- The school's entrance procedures aimed to be inclusive but acceptance of students with SEND was limited by the lack of specialist provision. Appropriate systems of identification were in place and relevant information shared with staff to enable provision to be modified. Procedures to identify those students who were gifted or talented and to source appropriate enhancement for them was at an early stage of development.
- The support provided in lessons for students with SEND was very good. Consequently, students made good progress in their learning. However, there were not enough specialist staff to provide appropriate interventions for students with more significant academic and personal development needs. The school had begun to involve students in contributing to their own individual support plan.
- Regular meetings of senior staff were used effectively to raise concerns and discuss and monitor students' welfare and personal development. Students generally received good personal care and guidance from their teachers. This aspect was particularly strong in the Foundation Stage for both families and their children. The school did not have a student counsellor to monitor, support and provide guidance.

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

### The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- The school had an inclusive ethos. Assessment on entry, screened students to evaluate if the school could provide for their additional needs. The school had a dedicated leader of SEND provision. The post was not yet accorded the necessary time to ensure procedures and processes were established and consistent throughout the school.
- The school used a range of appropriate assessments and indicators to identify students with SEND, either on entry to the school or at a later stage. These assessments were not yet sufficiently coherent to provide the necessary foundation for on-going discussions with teachers and parents. There was currently insufficient investment in the recruitment and deployment of specialist staff to assist identification and provision planning.
- Parents were very happy with the support provided for their children in the classroom. They appreciated the individual attention they received and the good progress they made. Although the school kept parents informed about their child's progress through normal reporting methods, there was a lack of a structured approach to involving parents in the development and review of individual education plans.
- Curriculum modifications in lessons were effective in ensuring that students received appropriate support and guidance to enable them to make good progress. The school's provision of small-group additional support before school was also effective in accelerating academic progress for some students. There was insufficient specialist staff to fully provide for students with more significant needs.
- Students with SEND made good progress in lessons because class sizes were small and teachers provided a high quality of support and guidance. The school had begun to use assessment data to track and monitor the progress of students. However this was at an early stage of development.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- The vision and direction planned for the school had changed from that which was communicated to parents and staff at the opening of the school. This had caused confusion and concern. The current leadership, including governors, were clear about how they plan for the school to proceed. They were committed to inclusion and UAE priorities. Improved provision for students with SEND had begun to be established.
- Leaders were committed to school improvement and to providing a good education for students. The establishment of middle leaders with an expertise in the revised National Curriculum for England and associated assessment was at an early stage of development. Leaders at all levels provided good role models as experienced and effective teachers.
- Senior leaders had recognised the priority to establish a whole school system of effective communication but this had not been firmly established. Staff did not have a clear understanding of the vision of the school and this was having a negative impact on the morale of a few staff.

- Leaders were aware that further improvements were needed in order for the school to continue to operate at a consistently high level of performance. They had not yet been successful in removing all of the barriers to improvement but through stated priorities demonstrated the capacity to act on the weaknesses identified during the inspection.
- Leaders had ensured that the school was compliant with all statutory and regulatory requirements. Systems were being established to ensure high performance throughout the school and provide clear and positive lines of accountability.

#### School self-evaluation and improvement planning

Acceptable

- The school had not yet established an effective system to gather external data or to ensure the accuracy of internal assessments. Whilst the school had identified appropriate priorities for improvement it had an unrealistic view of the impact of the actions already taken.
- Monitoring and evaluation arrangements to check the quality of teaching were in place. They did not ensure that teacher performance was consistently measured against an agreed standard, which included the impact on student learning. Outcomes of monitoring had not been used to set targets against which teachers could be held to account for their impact on school improvement.
- The school improvement plan had relevant targets but these were not based on accurate internal and external data. They contained appropriate actions for improvement but did not include targets or detail as to how these would be measured against improved outcomes for students. Links to UAE priorities were limited.

#### Partnerships with parents and the community

Good




- The school successfully developed a partnership with parents that enabled them to play a full part in their children's learning. Parents were encouraged into school to gain first-hand experience of teaching and learning. The school valued the expertise and experience of parents from different cultures and invited them to share these with students. These initiatives had a positive impact on students' academic and social development.
- There was effective two-way communication between parents and the school. This kept parents informed and engaged. Parents expressed their satisfaction with the regular access they had to teachers through the open door policy, which enabled them to discuss any concerns. Electronic means of communication via the website and through SMS were also in place
- Regular reports provided parents with useful information about their children's attainment across all subjects but were less clear about next steps for improvement.
- Links with the wider local and international communities were being developed but at present were limited. The school had developed good links with other schools, which contributed to students' academic and sporting achievements.

Governance	Acceptable
<ul style="list-style-type: none"> <li>The governing board included representatives from all stakeholders including the owner. Through their daily presence in the school, surveys of parents' views and regular meetings, the board had gained an appropriate knowledge of the school.</li> <li>Through the governors' education committee the work of the school was regularly monitored and senior leaders were held to account for the impact of the schools actions on student achievement.</li> <li>The governing board exerted a strong influence on the school but had not fully considered the impact of decisions taken at board level. The board had not ensured that the vision for the school was communicated clearly to parents or staff. Significant changes in leadership since the schools opening had resulted in a lack of cohesion and direction.</li> </ul>	

Management, staffing, facilities and resources	Very good
<ul style="list-style-type: none"> <li>The school ran smoothly. Systems to ensure students safety at drop off and pick up times were very efficient. Information boards and the school website kept staff and students aware of events and information. Staff and students were fully aware of the school's routines and procedures.</li> <li>All teachers had a teaching qualification. There was a very good mix of expertise and experience within the staff. Teachers were knowledgeable about child development and learning. A comprehensive programme of professional development closely linked to the school's improvement plan had not been established.</li> <li>The school environment supported teaching and learning exceptionally well. There were excellent resources for teaching and learning in all subject areas. Of particular note were the specialist rooms for ICT, art, music and the extensive sports facilities, which supported learning very well.</li> <li>All classrooms were equipped with interactive white boards. Teachers used these very well to provide stimulating learning for students. The library was very well resourced with both English and Arabic books. Specialist subjects such as music and art had very good resources.</li> </ul>	

## The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	180
	2014-2015	0
<b>Teachers</b> 	29	
<b>Students</b> 	0	

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

- Almost all parents, who responded to the survey, agreed that their children enjoy school, were making good progress in English and mathematics and were developing good learning skills.
- All teachers, who responded to the survey, agreed that students behaved well, enjoyed school, developed good social skills and worked well with others.
- Most parents and teachers agreed that the school prepares children well for the next stage of learning.
- Almost all parents and all teachers agreed that children were safe in school.
- Almost half of the parents responding to the survey did not know if the school provided a cyber safety programme and a few parents did not agree that the school dealt well with bullying.
- A large minority of parents and the majority of teachers did not agree that the school was well led or that their views were listened to.

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