



Foremarke School

🇬🇧 Curriculum: UK

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

| | |
|--|----|
| School information..... | 3 |
| The DSIB inspection process..... | 4 |
| Summary of inspection findings 2016-2017 | 6 |
| Main inspection report | 12 |
| 1. Students' achievement..... | 12 |
| 2. Students' personal and social development, and their innovation skills..... | 14 |
| 3. Teaching and assessment | 16 |
| 4. Curriculum | 17 |
| 5. The protection, care, guidance and support of students..... | 18 |
| Inclusion | 20 |
| 6. Leadership and management | 20 |
| The views of parents, teachers and senior students..... | 23 |



School information



| General information | |
|-------------------------|---------------------------------------|
| Location | Al Barsha South |
| Type of school | Private |
| Opening year of school | 2013 |
| Website | www.foremarkedubai.org |
| Telephone | 04 426 9393 |
| Address | PO Box 391984, Al Barsha South, Dubai |
| Principal | Naomi Williams |
| Language of instruction | English |
| Inspection dates | 23 to 25 January 2017 |

| Teachers / Support staff | |
|---------------------------------------|---------|
| Number of teachers | 62 |
| Largest nationality group of teachers | British |
| Number of teaching assistants | 16 |
| Teacher-student ratio | 1:8 |
| Number of guidance counsellors | 0 |
| Teacher turnover | 23% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 3 - 11 |
| Grades or year groups | Nursery-Year 6 |
| Number of students on roll | 500 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 5 |
| Number of students with SEND | 24 |
| Largest nationality group of students | UK |

| Curriculum | |
|---------------------------------|--------------------------------|
| Educational permit / Licence | UK |
| Main curriculum | National Curriculum of England |
| External tests and examinations | n/a |
| Accreditation | n/a |
| National Agenda benchmark tests | GL: CAT 4 |



The DSIB inspection process



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

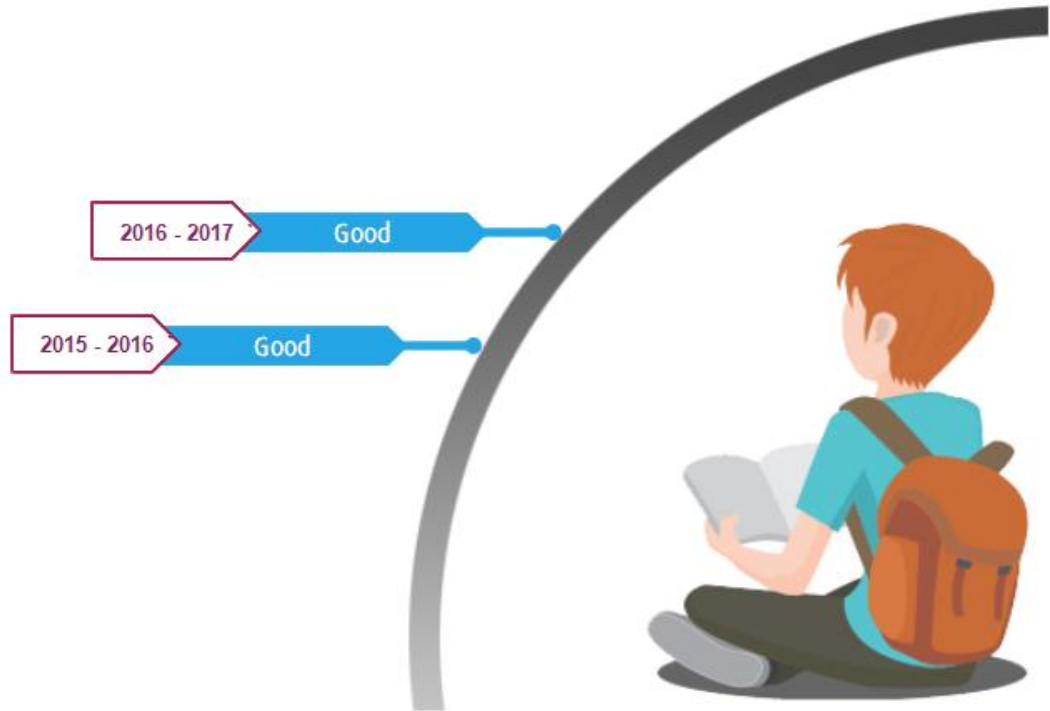
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale.

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

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

Inspection journey for Foremarke School



- Foremarke School opened in 2013. Student numbers at the school have increased by 103 since the previous inspection in 2015-16. The principal joined the school in April 2016. Teacher turnover has increased significantly from the last school year from 7% to 23%.
- The school's overall effectiveness was judged to be good at the first inspection in 2015-2016. Of particular note were the strengths in attainment and progress in English, teaching and learning in the Foundation Stage (FS), students' attitudes and behaviour and the quality of the facilities and resources provided to support learning.
- Recommendations of the inspection focused on bringing about improvement in the impact of leadership, self-evaluation, policies for safeguarding, provision for students with special educational needs and disabilities (SEND), the curriculum and systems for assessment.

Summary of inspection findings 2016-2017



Foremarke School was inspected by DSIB from 23/1/2017 to 25/1/2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mostly very good in English, mathematics and science in both phases. In Islamic education and Arabic as a first language, students' progress is not as rapid as in other subjects, resulting in acceptable attainment. In Arabic as a second language students make good progress from their starting points to reach acceptable levels of attainment. Students enjoy learning; they are enthusiastic and keen to use technology well to find out things for themselves.
- Children in the FS and students in the primary classes have outstanding and responsible attitudes to learning. Behaviour is exemplary. Other aspects of students' personal and social development are good, but not as well developed.
- Teaching is consistently very good in many subjects including English, mathematics, science, music, art and physical education. In these lessons, teachers plan activities that capture students' interest. This is not consistent in all subjects. Systems of assessment have improved. Most teachers use assessment information appropriately to organise groups in lessons and to plan work to meet their needs. This is less effective in Arabic as a first language and Islamic education.
- The curriculum contains a good range of subjects and extra activities. In the FS, children are provided with a wealth of opportunities to explore and be creative. Modification of the curriculum to meet the needs of students in the primary phase is good in most lessons but not all, with particular weaknesses in Islamic education. The curriculum has not been fully adapted to take account of traditions and values that influence UAE society.
- Systems to ensure the health, safety and well-being of students are very good. The personal needs of students are attended to very well. Support for the specific needs of students with SEND is not always effective.
- Leaders and the governing board have set a clear vision for the school. They have been successful in bringing about improvement in many areas of the school's work since the last inspection. They have not fully taken into account UAE priorities when setting the direction for the school. The school is very successful in engaging parents in supporting their children's learning. Facilities and resources are very good.

What the school does best

- Very good teaching and learning has resulted in very good attainment and progress in English, mathematics and science in the primary and in English and mathematics in the FS.
- Very good care and outstanding relationships have contributed strongly to students' personal development.
- Very effective systems for engaging parents has resulted in a partnership that is beneficial to their children's learning.
- The provision of high-quality resources has resulted in the creation of a highly-engaging learning environment.

Recommendations

- Improve attainment and accelerate progress in Arabic and Islamic education by:
 - raising the status of Arabic and Islamic education within the school curriculum
 - effectively evaluating and monitoring the quality of teaching, assessment and curriculum implementation in these subjects
 - accurately identifying teachers' and leaders' professional development needs and providing high quality training to meet those needs.
- Improve further the quality of self-evaluation and strategic action planning by:
 - integrating UAE priorities in the school vision and direction
 - rigorously analysing and comparing the wealth of data held by the school, including both internal and external assessments, to determine whole school, departmental and individual students' needs
 - ensuring that existing appraisal systems hold all leaders fully accountable for the areas for which they are responsible.
- Improve provision for students with SEND by:
 - thoroughly reviewing the appropriateness of students' targets
 - tracking and measuring students' progress towards their individual targets
 - ensuring that the specialist support provided is fully in line with students' identified needs
 - expanding the expertise of SEND staff through the provision of high quality training.

National Agenda Parameter



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

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda parameter is above expectations in English, mathematics and science.
- The school has not made full use of the rich data provided by the GL external tests taken by five year groups. It has more effectively analysed the outcomes of CAT 4 tests and has used these to set targets for attainment and to identify learning styles that fit individual students.
- The school has begun to identify, and add into the curriculum, the skills required for success against the National Agenda Parameter targets. For example, it has increased opportunities for students to improve their reasoning, problem solving, comprehension and writing skills.
- There is an increasing and effective focus on developing students' critical thinking skills. As yet, students are not consistently given appropriate opportunities to develop skills of independent learning and research.
- Students know the results achieved in National Agenda Parameter tests but do not fully appreciate their value.

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

Innovation in Education

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









Promoting a culture of innovation:

- School leaders are developing a climate of innovation across the school. Students are enthusiastic learners who have an increasing understanding of how to use a range of technologies to generate innovative ideas. Their ability to research and share their findings is developing well in subjects such as art, but is less evident in English lessons. Teachers regularly provide opportunities for students to solve problems and be creative in their learning. The school curriculum is designed to provide a range of interesting opportunities for students to explore new ideas and learn in different ways.

Overall school performance

Good

1 Students' achievement

| | | Foundation Stage | Primary |
|---|------------|------------------|--------------|
| Islamic education  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Acceptable ↓ |
| Arabic as a first language  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Acceptable ↓ |
| Arabic as an additional language  | Attainment | Not applicable | Acceptable |
| | Progress | Not applicable | Good |
| English  | Attainment | Very good | Very good |
| | Progress | Very good | Very good |
| Mathematics  | Attainment | Very good ↑ | Very good ↑ |
| | Progress | Very good ↑ | Very good ↑ |
| Science  | Attainment | Good | Very good |
| | Progress | Very good ↑ | Very good ↑ |
| | | Foundation Stage | Primary |
| Learning skills | | Very good | Very good ↑ |

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

| | Foundation Stage | Primary |
|---|------------------|---------------|
| Personal development | Outstanding ↑ | Outstanding ↑ |
| 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 . | Very good ↑ |
| Assessment | Good ↑ | Good ↑ |

4. Curriculum

| | Foundation Stage | Primary |
|--------------------------------------|------------------|---------|
| Curriculum design and implementation | Very good ↑ | Good ↑ |
| Curriculum adaptation | Very good ↑ | Good . |

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

| | Foundation Stage | Primary |
|---|------------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good ↑ | Very good ↑ |
| Care and support | Very good ↑ | Very 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 | Very good . |

Main inspection report



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 | Very good ↑ | Very good ↑ |
| Science | Good | Very good ↑ |

- The large majority of children are attaining above expected curriculum standards in most aspects of language and literacy. Children recognise blends of letters and use their skill in reading simple texts. They understand different types of writing and can make lists, label pictures and are beginning to create short stories. Their spelling and letter formation skills, however, are not as strong. The large majority of children make very good progress from their starting points and in lessons.
- A large majority of children attain very well in number skills against the expected curriculum levels. Almost all can add single digit numbers. A majority can manipulate single and double digits. They also order comparative sizes from the smallest to the biggest accurately. Children make very good progress in lessons and from their start in school. By FS2, they are confident using containers to measure capacity and use appropriate language such as half-full, full and overflowing.
- The majority of children develop their scientific skills well and attain above curriculum standards. They use scientific approaches to suggest what will happen in practical work. Those that attain in line with curriculum standards are less skilled in thinking about why different outcomes occur. For example, they explore the weight of marbles which sink their boats but do not consider other reasons for them sinking. From their start in school and in their lessons, most children make very good progress.

| Primary | | |
|----------------------------------|-------------|--------------|
| Subjects | Attainment | Progress |
| Islamic education | Acceptable | Acceptable ↓ |
| Arabic as a first language | Acceptable | Acceptable ↓ |
| Arabic as an additional language | Acceptable | Good |
| English | Very good | Very good |
| Mathematics | Very good ↑ | Very good ↑ |
| Science | Very good | Very good ↑ |

- In Islamic education, most students attain in line with curriculum standards. They understand basic Islamic principles and are able to connect them to their real lives. Students, across all year groups, exhibit acceptable recitation skills. Most can explain parts of the 'Hadeeth' while making links to the Holy Qur'an. Students' ability to make links between concepts through critical thinking and reflection are not well developed. Most students make the expected progress in lessons and in their recent work.
- In Arabic as a first language, most students attain levels that are in line with curriculum standards. Reading and writing skills remain the weaknesses, which prevent higher levels of attainment. Speaking and listening skills are acceptable. Most students make expected progress in lessons and over time as seen in their most recent work. Progress in extended writing is slower in across most year groups. Upper primary students make faster progress than students in Years 1 to 3.
- In Arabic as an additional language, most students attain levels that are in line with curriculum standards, given the number of years of studying the subject. Students are making good progress in the majority of lessons and over time. They have secure listening skills and are able to respond using simple standard Arabic phrases, generally within a familiar context. They attempt to read unfamiliar words with varied levels of success and take risks in phrasing advanced sentences. Their written work, however, is weaker.
- In English, a large majority of students perform above curriculum standards. Attainment as measured through internal assessments varies across the year groups, but external standardised tests provide an even better picture. Students progress very strongly with speaking and reading skills, over time and in lessons, but less so with writing. Spelling, handwriting and punctuation vary considerably across classes and year groups. Students with SEND perform in line with their peers and girls make up the majority of the highest performing groups.
- In mathematics, the attainment of the large majority of students is above curriculum standards. Students are increasingly confident in the manipulation of numbers, measures and shapes, and are able to solve a range of problems with accuracy. Mathematical reasoning skills develop particularly well in Years 5 and 6. External test results show outstanding attainment for most students. Students' progress in lessons is consistently very good. This is because students are presented with appropriate levels of challenge and problems that are linked to real life contexts.

- In science, the attainment of the large majority of students is above curriculum standards. Students' attainment in external benchmark tests is stronger than that measured internally. In lessons and in written work a significant majority show better than expected progress in acquiring knowledge. Recall of knowledge is better than understanding and application of knowledge through well-developed skills. Across the school students develop strong skills of fair testing although they are less effective at making informed predictions.

| | Foundation Stage | Primary |
|-----------------|------------------|-------------|
| Learning skills | Very good | Very good ↑ |

- Across the school, students are enthusiastic and responsible learners. They concentrate carefully and carry out their work with diligence. They can work independently in lessons when encouraged, such as children in the FS working on chosen activities, or primary students researching projects in mathematics and art. In Islamic education and Arabic lessons, students do not routinely display the same level of independence.
- Students work very well together and make mature decisions when cooperating and sharing in their activities and study. They communicate clearly with adults and each other. They are confident when making presentations to a wider audience. In play, FS children work collaboratively, for example, in role-play preparing for their special assembly and 'pirate' day.
- In the FS, children regularly use real life contexts in their learning. For example, using real food materials in their café and sharing their knowledge about the UAE and Dubai. Students in primary make purposeful links when directed, such as using IT skills in music to record and refine their work, but they are less confident to do so without prompting by adults.
- Students think deeply and critically in response to more challenging questions and tasks from their teachers. Problem solving is a common feature in some subjects. For example, in primary classes students rise to the challenge of solving four additional problems each day in their mathematics lessons. Students are developing these skills in independent learning, and through enterprise and innovation.

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

| | Foundation Stage | Primary |
|----------------------|------------------|---------------|
| Personal development | Outstanding ↑ | Outstanding ↑ |

- Students demonstrate very positive attitudes and a strong sense of independence, working at times with little supervision. They are self-reliant and are able to question, while not afraid to take risks. Students respond well to, and thrive on, constructive criticism.
- Most students behave exceptionally well. They are sensitive to the needs of others often help each other to complete classroom tasks, sometimes during breaks. Students and parents agree that bullying is extremely rare.

- Students fully understand the need to display tolerance towards others who have different needs and beliefs to their own. Relationships with teachers and peers are very strong, resulting in a climate of mutual respect.
- Most students are willing to participate in physical activities after school and in physical education classes. They are keen to learn new sports. They respond well to healthy eating choices, which are encouraged in the cafeteria and benefit from opportunities to learn about nutrition at various points in the curriculum.
- Students' punctuality is excellent with good levels of attendance.

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

- Students across the school have a clear understanding of Islamic values and how they influence daily life in the UAE. Students can discuss the importance of 'respect', and how it underpins the lives of Muslims. Children in the FS understand that mosques are prayer places and can make connections to how those with other religions pray.
- Students are aware of local traditional events and how these demonstrate the cultural values and heritage of the UAE. They can distinguish the differences between the culture of Dubai, other Emirates and countries around the world. They developed this knowledge through learning about different countries as well as from their friendships with peers from other nationalities. Children in the FS know the seven emirates and appreciate major landmarks in Dubai.
- Primary students understand the differences amongst diverse groups living in the UAE and how they are all living in harmony. Younger children also demonstrate knowledge of different cultures and traditions such as the Chinese and Indian cultures.

| | Foundation Stage | Primary |
|---|------------------|---------|
| Social responsibility and innovation skills | Good | Good |

- Students across year groups are proud of the contributions they make within their school and occasionally, the wider community. They have a strong understanding of the responsibility they have to care for each other, such as supporting each other and preventing bullying.
- Students, especially those in the upper end of the primary phase, have a strong sense of purpose and are able to reflect on their targets for improvement. Across the school, they demonstrate a willingness to learn and occasionally take the initiative to suggest new ways of working. Although most innovative ideas come from their teachers, students are able to extend and develop their projects individually.

- Students across the phases, particularly children in the FS, understand the processes and importance of recycling. All students are aware of wider environmental issues such as energy conservation and what it means to have a 'green' facility.

3. Teaching and assessment

| | Foundation Stage | Primary |
|--|------------------|-------------|
| Teaching for effective learning | Very good | Very good ↑ |
| <ul style="list-style-type: none"> Almost all teachers across the school have a secure knowledge of their subjects and most understand how students learn best. They provide students with stimulating and challenging activities and tasks. This is a very common feature in the FS classes to support children's stages of development. It is less evident in Islamic education and Arabic lessons in the primary phase. Most teachers plan lessons carefully and teach successfully. They share learning objectives clearly with students. Most link learning to the world beyond school and relevant contexts. Occasionally, teachers spend too much time consolidating work that is already well understood. They overly direct students instead of encouraging independence. Relationships between teachers and students are very positive and constructive. Most teachers used skilled questioning to challenge students' thinking and probe their understanding. This is particularly strong in the upper primary phase. Across the school, students are frequently asked to explain how they have arrived at their answers. Most teachers use a variety of strategies to meet the needs of different groups. They have high expectations and most ensure activities include appropriate challenge for higher achieving students. Nevertheless, in a few lessons, especially in Islamic education and Arabic, teachers do not take sufficient account of students' prior learning in order to vary lessons accordingly. Most teachers develop students' critical thinking with well-considered, open-ended questions. Where this is successful, these strategies are supplemented by the use of computers and tablets to develop research and independent learning, for example, when students in the mathematics club investigate profit margins and business strategies. However, the use of technologies and independent learning strategies remains variable across subjects. | | |

| | Foundation Stage | Primary |
|---|------------------|---------|
| Assessment | Good ↑ | Good ↑ |
| <ul style="list-style-type: none"> Assessment processes are closely linked to the school's licensed curriculum. They enable accurate tracking of student progress across a year but are less helpful in measuring short-term progress. Arabic and Islamic education assessments are aligned to the Ministry of Education (MoE) requirements but these are not included to record attainment or track student progress on the central system. | | |

- External benchmark tests are used to measure attainment against international standards. The information generated by these tests has not been fully used to support the self-evaluation processes or to benchmark against internal assessments, and be used as a means of moderation.
- Regular analysis of internal data relating to individual students is routinely discussed at progress meetings, where careful consideration is given as to whether students are making fast enough progress. This is predominately in relation to those subjects taught in line with the English National Curriculum. Use of a common system across the FS and primary supports continuity.
- Information from most teachers' regular assessments of students' work is used well to plan work to meet the needs of students of differing ability. However, this not the case in all subjects, particularly for the students who are gifted. Assessment information from benchmark tests is not consistently used to influence curriculum change.
- Most teachers have a very good knowledge of students' strengths and weaknesses. They provide effective oral feedback in lessons. Written feedback to guide students about what they need to do to improve is inconsistent. Similarly, the use of student self and peer assessment is variable.

4. Curriculum

| | Foundation Stage | Primary |
|--------------------------------------|------------------|---------|
| Curriculum design and implementation | Very good ↑ | Good ↑ |

- The school is following and enhancing the Early Years Foundation Stage and the revised National Curriculum for England plan the English, mathematics and science programmes of study. There is a good balance between knowledge, skills and understanding within these subjects. The school follows, and is fully compliant with, the MoE requirements for the implementation of the curricula for Arabic as a first language and Islamic education.
- The curriculum provides good opportunities for progression and continuity in all subjects. The curriculum for Arabic as an additional language follows the modern foreign language model, which links expectations to the number of years studied. Progression between FS1 and FS2 and FS2 and Primary is supported through focused teacher dialogue. The school has added French and Latin to the primary curriculum to assist students moving to their next stages in education.
- In the FS, students have many opportunities to follow their own interests and a range of activities are provided to meet their needs; for example, ways in which to encourage boys to read. Choices in the primary phase are more limited. For example, more confident teachers offer students alternative ways to demonstrate their learning.
- The rich curricular environment in the FS offers children opportunities to learn across subjects and make sense of using their skills in play. These links exist in the primary phase, usually in students' topic work. As yet, there has been no systematic mapping of these cross-curricular opportunities in this phase.
- All curricular areas have been reviewed by school leaders this year, in light of developments in the English National Curriculum. This has been less effective in Arabic as a first language and Islamic education. In these two subjects, teachers are often too dependent on the MoE textbooks.

- The school is providing an opportunity for students to learn more about the local context through the UAE social studies curriculum. The school has adapted the programmes of study supplied by KHDA and, as a result, the students are beginning to develop their knowledge and understanding of some features of the UAE. This is more effective in Years 1 and 2, where content is integrated into teachers' planning, than in the later years, where it is taught discretely for thirty minutes each week. A limited number of cross-curricular links with the UAE are made through other subjects.

| | Foundation Stage | Primary |
|-----------------------|------------------|---------|
| Curriculum adaptation | Very good ↑ | Good |

- In most lessons, tasks are effectively adapted for all students, including those with SEND. The curriculum provides opportunities for gifted and talented students to excel in English, mathematics and art. Specific programmes are not as well developed in other subjects. Not enough account is taken of students' attainment levels in order to adapt curriculum planning in Islamic education and Arabic as a first language to students' needs.
- Students benefit from an extensive range of extra-curricular activities, and an inspiring art and music curriculum. There are very good opportunities in the FS for children to explore, initiate ideas and develop creativity. Opportunities for innovation are well planned across year groups. However, the curriculum has not been fully adapted to include regular opportunities for enterprise and involvement in activities serving the community.
- Special events and visits to museums, mosques and cultural centres enrich students' learning about UAE heritage and culture. The curriculum does not provide a cohesive programme of study to develop knowledge and understanding systematically of the traditions and values that influence UAE society.
- Arabic is not taught in the FS.

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

| | Foundation Stage | Primary |
|---|------------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good ↑ | Very good ↑ |

- Very clear policies and rigorous procedures have been introduced to guide action with regard to all matters related to child protection and safeguarding. All staff receive child protection training and any issues are dealt with swiftly. Procedures for safeguarding students against bullying and cyber bullying are very effective.
- The school ensures that the environment is hygienic and safe. Students are supervised at all times when at school and when being transported on visits to places of interest. All medicines are stored safely and securely in the school clinic, and medical records are kept meticulously.

- All equipment is well maintained. Detailed maintenance records are kept, together with records of any incidents and subsequent action. Despite this, not all potential risks had been identified at the time of the inspection. Nevertheless, immediate action was taken to remove the risks. The clinic provides students with very good health services and up-to-date health-related records are kept on every student.
- The school premises, resources, and equipment are suitable for the learning needs of all students including those with SEND. Lifts enable access to all floors for students with physical disabilities.
- The promotion of healthy life styles is a key priority for the school and is integrated into almost all aspects of students' school life. Healthy lunchboxes are promoted and checked. Sun hats are worn by all students in the outdoor play areas. School nurses promote healthy living through helpful advice on exercise and diet.

| | Foundation Stage | Primary |
|------------------|------------------|-------------|
| Care and support | Very good ↑ | Very good ↑ |

- Strong relationships between students and teachers allow students to enjoy school life and feel well cared for. The nurturing ethos in the FS enables children to feel safe, enjoy learning and develop confidence as learners. Supportive behaviour management procedures have a positive impact on the learning environment and exemplary behaviour of students in lessons and around the school.
- Procedures for promoting attendance, including follow-up of unauthorised absence, are effective in ensuring good attendance. Parents are made aware of the importance of full attendance to students' learning. Punctuality is monitored carefully, and most students arrive promptly at the start of the day and for lessons. A few staff do not always make a prompt start to lessons.
- The school is successful in identifying the specific needs of children on entry to the FS. This enables the school to provide interventions and support at an early stage. Appropriate procedures are in place in the primary phase for the identification of students with SEND. The identification of, and enhanced provision for, students with gifts and talents have begun in English and mathematics but not consistently in other subjects.
- Most teachers plan tasks at a suitable level of challenge and provide good support in lessons for students with SEND. In withdrawal classes, the quality of support is more variable and is not always accurately matched to the specific learning need of the students. In the FS, teachers provide personalised support that enables children to make very good progress from their starting points.
- The school's very effective pastoral support system ensures that students have access to support if they have any concerns. Staff show a genuine interest in students' wellbeing and academic progress. The school provides constructive academic guidance and support for students transferring to secondary schools around the world. Students are well prepared for the next stages of their education.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- School leaders are committed to promoting an inclusive ethos and ensuring that students with SEND play a full part in school life. The newly-appointed inclusion manager has reviewed the provision for students with SEND and has developed appropriate plans for its development. New policies and procedures are being implemented. However rigorous self-evaluation, monitoring and effective assessment of student progress are not in place.
- The school uses a range of appropriate assessment procedures to identify students with additional needs, including screening children on entry to identify developmental delay and specific needs. Assessment information, including results of assessments by external specialists, is not always used well enough to plan specific learning targets, individualised programmes and interventions.
- The school has a strong partnership with parents and there is regular and informative communication. Parents are fully involved in the identification and review process and the school is responsive to parents who seek advice from external specialists. Parental involvement in formulating individualised programmes is developing. Parents appreciate the support provided for their children and the helpful guidance on how to support their children's learning at home.
- Students benefit from small class sizes and make at least good progress in lessons, particularly in English and mathematics as challenge and support are personalised. Progress in other subjects and during individual teaching and learning sessions is more variable. Students' progress is not measured accurately or reliably against their individual targets.

6. Leadership and management

The effectiveness of leadership

Good ↑

- Senior leaders have articulated a vision and set a clear strategic direction to enable all students to achieve high levels of academic standards in most, but not all, areas of the school's work. Insufficient attention has been given to developing high standards in Islamic education and Arabic, and to UAE national and Emirate priorities.
- Most middle leaders have a secure knowledge of the subjects appropriate to their delegated responsibilities. They demonstrate a secure understanding of best teaching practices, and of how to develop learning for students of different ages and abilities. This level of knowledge is not fully evident in the leadership of provision for students with SEND, in Islamic education or in Arabic.
- Relationships between staff are very good, and morale in the school is high. Effective systems of communication have been established. A system of delegated leadership is in place and, for the most part, it is having a positive impact on outcomes for students. Senior leaders do not have the expertise needed to effectively hold all subject heads firmly to account.

- In English, mathematics and science, leaders have accurately reviewed the effectiveness of their departments. This has enabled the school to build further on the high standards already seen at the last inspection in these subjects. The barriers to further improvement have not been addressed in Islamic education and Arabic as a first language. As a result, student progress in these subjects has declined.
- The quality of leadership in the school has improved and has been successful in tackling many of the areas of weakness identified at the last inspection. As a result, high levels of attainment in English and science have been maintained and in mathematics, attainment has improved. These high levels of success are not apparent in all subjects.

School self-evaluation and improvement planning

Good ↑

- Systems to gather internal and external information regarding the school's effectiveness have improved since the last inspection. Internal data is being used by subject leaders in English, mathematics and science to identify strengths and weakness. However, the school is not making sufficient use of the analysis of external data to moderate the self-evaluation judgements.
- Leaders at all levels are involved in the monitoring of teaching. Clear rubrics have been established, aimed at consistently measuring the impact of teaching on learning. The desired level of consistency in the implementation of this process has not been fully achieved. This results in an inflated view of the quality of teaching in some subjects.
- Improvement plans are detailed and the actions taken have led to improvement in a number of key areas of provision. However, the schools' self-evaluation processes have not fully identified how much more needs to be done to enable students to reach high standards in all areas of learning, or to ensure that UAE priorities are met.
- The school has made good progress in addressing most of the recommendations from the last inspection. Improvements in leadership have resulted in new systems of assessment and amendments to the curriculum. Procedures for health and safety have been rigorously reviewed. Although some actions have been taken to improve provision for students with SEND these are not having sufficient impact.

Partnerships with parents and the community

Very good ↑

- The school successfully engages parents as partners in their children's learning. Parental views are acknowledged and taken into account when assessing school priorities. Parents are encouraged to attend information sessions, where they are helped to understand different aspects of their children's learning, such as the development of phonics to support reading.
- The school keeps parents very well informed through a range of effective systems of communication. The school works closely with parents of students with SEND in the identification of needs. Parents are highly appreciative of the support and guidance they receive.
- Parents receive regular and informative reports on their children's achievements. Targets for the next steps in learning are provided but these are, at times, not sufficiently personalised for each individual student. Helpful twice yearly meetings with teachers provide detailed information on students' attainment and progress.

- The school works in close partnership with staff from the family of schools in the UAE and England. This enables the sharing of best practice in different aspects of provision. Students successfully take part in locally organised competitions and events. They also benefit from partnerships with local businesses.

Governance

Good ↑

- The membership of the governing board includes all stakeholders and has been further extended since the last inspection. Whilst this has strengthened the board's ability to gain a detailed knowledge of the school, it has not been successful in ensuring a fully accurate view of strengths and weaknesses in all subjects.
- In the main, the governing board works closely with the leadership team to monitor the work of the school. Through visits to school, including quality assurance visits, leaders are held to account for the quality of the school's performance. However, lower attainment and slower progress in Islamic education and Arabic have not been sufficiently challenged.
- The board ensures that all statutory requirements are met. Governors have exerted a positive influence on the school's leadership and consequently on the improvement of a number of areas of provision. High-quality resources have been made available and this has had a positive impact on learning in most subjects.

Management, staffing, facilities and resources




Very good

- The day-to-day management of the school is very effective and the school runs very smoothly. Systems to ensure students' safety at arrival and departure times are very efficient. Staff, students and parents are fully aware of the school's routines and procedures.
- The school is very well staffed with suitably qualified school leaders and teachers, and competent teaching assistants. The professional development programme is aligned well to the school's priorities, new initiatives and most teachers' individual development needs. However, the professional development needs of teachers of Islamic education and Arabic have not been correctly identified or addressed by senior leaders.
- The school premises provide bright, spacious classrooms and a range of very good quality specialist facilities. Children in the FS benefit from an environment that is highly conducive to active learning, both indoors and outdoors. Primary classrooms provide a range of very attractive learning areas with well-equipped specialist facilities.
- All classrooms are equipped with interactive boards that are used very well to stimulate students' learning. Classrooms are well resourced and decorated with well-chosen displays of students' work that celebrate their achievements and support learning. A good supply of books in the library and a plentiful supply of learning materials are available to support and extend learning at all phases. However, there are insufficient books to support the learning of older students in Arabic.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

| Responses to the surveys | | |
|--|-----------|-----|
| Responses received | Number | |
| Parents*  | 2016-2017 | 171 |
| | 2015-2016 | 185 |
| Teachers  | 53 | |
| Students  | 0 | |

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

- Parents who responded to the survey are satisfied with the quality of education provided by the school.
- Almost all parents feel that their children are well behaved, get along with each other and that bullying is rare. They consider that their children are well cared for and enjoy school. All teachers agreed with these views.
- Parents of students with SEND who responded to the questionnaire were fully satisfied with how they are involved in the identification of their children's needs.
- A few parents responding to the questionnaire, although acknowledging recent improvements, expressed the view that the most able students, including those who are gifted and talented, are not always sufficiently challenged in their learning.

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