

Inspection Report



Cambridge International School

2014-2015



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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1983
Website	www.gemscis-dubai.com
Telephone	04-2824646
Address	P.O. Box 60835, Dubai, United Arab Emirates
Principal	Mr Craig Dennis Lamshed
Language of instruction	English
Inspection dates	24 th - 27 th November 2014



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	2513
Number of children in FS1	101
Number of Emirati students	38
Number of students with SEN	127
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	134
Largest nationality group of teachers	Indian
Number of teacher assistants	63
Teacher-student ratio	1:19
Number of guidance counsellors	1
Teacher turnover	26%



Curriculum

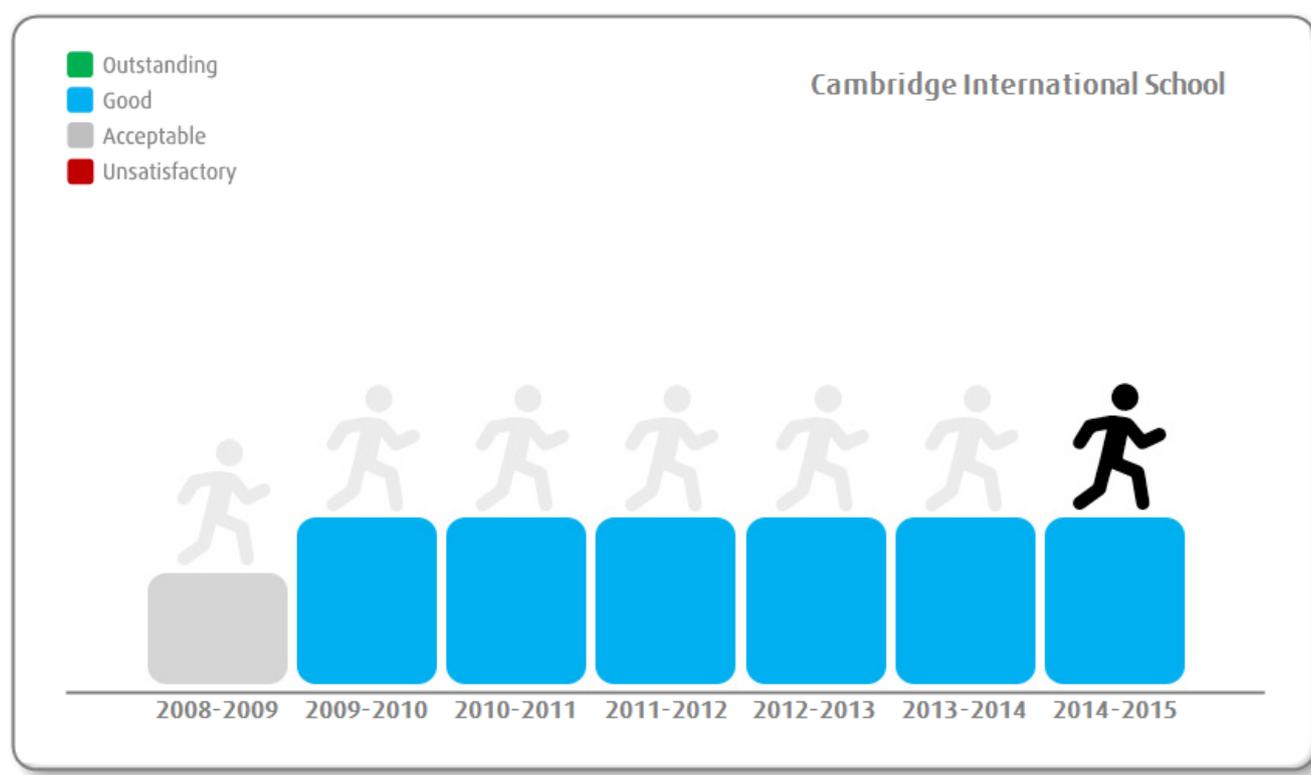
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE, AS-level and A-level
Accreditation	



Dear Parents,

Cambridge International School was inspected by DSIB from 24th - 27th November 2014, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' academic performance in English in the secondary and Post-16 phases was outstanding, as was students' attainment in Post-16 science.
- Students' personal responsibility and their community and environmental responsibility were outstanding across all phases.
- Curriculum quality and its design to meet individual needs were outstanding in secondary and Post-16 phases.
- There were improved approaches to promoting health and safety of students throughout the school community, with outstanding practices across all phases.
- There were effective communications between the school and parents in relation to the reporting of students' progress.

Areas for improvement

- Improve students' attainment and progress in Islamic Education and Arabic.
- Improve students' attainment and progress in English and science in the primary phase, by improving the quality and effectiveness of the teaching.
- Improve the accuracy of identification of children with special educational needs in the Foundation Stage and the quality of provision for them.
- Review and confirm the optimum number of students in the school to ensure all have equal access to a high quality teaching and learning environment.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Cambridge International School



How well does the school perform overall?

Overall, Cambridge International School provided a **'Good'** quality of education for its students.

- Students made at least good progress and attained good results in English, mathematics and science by the end of the secondary and the Post-16 phases. In the Foundation Stage, children made good progress in all key subjects. In the primary phase, students made good progress in Arabic as a first language and in mathematics. Students developed effective skills as learners by the end of the secondary and Post-16 phases. However, their learning skills did not develop as well during the primary phase.
- Students' personal and social development were outstanding. Relationships between teachers and students were positive. Students behaved well in school and played an active part in the life of the school, showing a strong sense of responsibility. Students knew key features of Dubai and its multicultural nature and heritage. They showed respect for Islam, and other cultures. Their community and environmental responsibilities were outstanding.
- Teaching was good in all phases except primary where it was acceptable. The school had effective assessment systems and as a result students knew their strengths and what they needed to do to improve.
- The curriculum was broad and well suited to the needs of students at each phase. In the secondary and Post-16 phases, students could choose from a broad range of subjects which included vocational options.
- The school was very effective at providing and promoting a healthy and safe environment for its students. Teachers provided good support to most students.
- The school was well led and leadership was distributed effectively across the school. The school communicated well with parents and provided detailed reports on their children's attainment, progress and the required next learning steps. Governance was sound and there were effective systems in place to hold the school to account and provide training for staff. Overall, the school was well resourced and had a good range of facilities.

How well does the school provide for students with special educational needs?



- Most students with special educational needs made at least acceptable progress in their academic development. They made better progress in their personal, social and emotional development including the development of their skills of resilience, confidence and independence.
- Students with special educational needs received high quality support from staff in the school's Achievement Centre. However, the school did not make sufficient use of Foundation Stage children's baseline assessment data to determine if any needed additional learning support.
- Learning support staff made very effective curriculum modifications. However, not all classroom teachers modified their lessons to ensure that the activities and resources closely matched the needs of all special educational needs students in their classes.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓
 Arabic as a First Language	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 English	Attainment	Good	Acceptable ↓	Outstanding	Outstanding
	Progress	Good ↓	Acceptable ↓	Outstanding	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Acceptable ↓	Good	Outstanding ↑
	Progress	Good ↓	Acceptable ↓	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Acceptable ↓	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Outstanding	Outstanding 	Outstanding	Outstanding

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Good	Good	Good	Good

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Good	Good	Outstanding	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Quality of support	Good	Good	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths

- Students' attainment and progress in English in the secondary and Post-16 phases was outstanding, as was attainment in science in the Post-16 phase
- The personal responsibility of students, their participation in the life of the school and their environmental responsibility were all outstanding.
- Curriculum quality and its design to meet individual needs were outstanding in secondary and Post-16 phases.
- There were outstanding practices in ensuring the health and safety of students across all phases.
- There were very effective partnerships between the school and parents to support students' learning and development.

Changes since the last inspection

- Progress in Islamic Education had declined in the primary, secondary and Post-16 phases.
- Children's progress in Foundation Stage English and science had declined.
- In the primary phase, students' learning skills, attainment and progress in both English and science had declined.
- Outstanding examination results were achieved by Post-16 students in mathematics and science.
- Primary phase students had demonstrated improved community and environmental responsibility.
- The school's drive to improve health and safety through the development and implementation of new policies and procedures had been very successful.

Recommendations

- Improve students' progress and attainment in Islamic Education and in Arabic.
- Improve students' progress and attainment in English and science in the primary phase, by improving the quality and effectiveness of teaching.
- Improve the identification of children with special educational needs in the Foundation Stage, and the effectiveness of the support provided to them.
- Governors must ensure any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

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	Good	Good ↓
Mathematics	Good	Good
Science	Good	Good ↓

- In English, assessment information presented by the school confirmed that the majority of children made better than expected progress in relation to their starting points. They demonstrated good levels of knowledge and understanding of the five elements of literacy.
- In mathematics, the majority of children demonstrated a sound understanding of fundamental mathematical concepts. They worked well with numbers and shapes. The majority of children made significant gains in their knowledge, skills and understanding in relation to their assessed starting points.
- In science, the majority of children demonstrated good enquiry skills. Children's learning journeys and profiles showed that the majority made good progress in developing their knowledge, skills and understanding.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable ↓
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable ↓	Acceptable ↓
Mathematics	Good	Good
Science	Acceptable ↓	Acceptable ↓

- In Islamic Education the majority of students demonstrated a clear understanding of Islamic concepts such as the Pillars of Islam and the Pillars of Faith. To a limited extent, they could recite verses from the Holy Qur'an.
- In Arabic as a first language, students listening, reading and speaking skills were good, but they had limited opportunities for free writing. This restricted the development of their writing skills.
- In Arabic as an additional language, most students could understand the main ideas in each lesson. They could express ideas about themselves and their families, using short sentences.
- In English, most primary phase students had strong speaking skills. However, their listening skills were less well developed. They enjoyed reading for information and pleasure. By the end of Year 6, many had developed secure writing skills.
- The attainment and progress of students were above international mathematics standards. Students could apply their well-developed mathematical skills to solving every-day problems.

- Most students demonstrated their understanding of science by applying their skills in new learning contexts. Most students could use appropriate scientific vocabulary correctly.

Secondary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, the majority of students had a clear understanding of the Prophet's (PBUH) life events, his followers and companions such as Abu Bakr and Omar Bin Al Khattab (R.A.). However, students were not skilled at linking their knowledge of Islam to their own lives.
- In Arabic as a first language, most students' speaking skills enabled them to have basic conversations with their teacher. However, most students had not yet fully developed their writing skills to an age appropriate standard.
- In Arabic as an additional language, most students could understand the main points in the lessons. They could copy text and say short sentences about themselves and their hobbies.
- In English, most students demonstrated a very good understanding of a range of literary genres. As a result of the outstanding progress they made, most could infer meaning from a range of published texts by the time they reached Year 11.
- Students' attainment and progress in mathematics were above the international standards. They were skilled at interpreting and discussing data. Their results in IGCSE mathematics examinations were commendable.
- In science, students made better than expected progress against lesson learning objectives. They were confident when discussing with each other what they had learned and were developing strong practical skills.

Post-16

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Outstanding 	Good

- In Islamic Education, students' recitation of the Holy Qur'an was not well developed. Most students did not apply the recitation rules. However, students' knowledge of etiquettes and morals were better than other aspects of the subject.

- In Arabic as a first language, most students demonstrated an ability to speak about a range of subjects which affected people's lives. They could write about different topics such as the National Day.
- In English, most senior students made outstanding progress in speaking, listening, reading and writing. They were able to analyse the writing of others and succinctly express their views in a well-structured manner.
- Students' attainment and progress in mathematics were above the international averages. Students were skilled in dealing with first order differential equations, inverse functions and the different integration techniques. Their results in AS-level mathematics examinations were outstanding.
- In science, students collaborated very effectively with their peers in practical and reflective assignments. They exhibited higher order thinking skills and understanding, and were developing strong scientific knowledge. Students' results in external examinations were outstanding.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Acceptable 	Good	Good

- Students enjoyed learning and participated well in lessons. As they progressed through the school they developed a good awareness of their strengths as learners and what they needed to do to improve.
- In most lessons, students effectively shared their ideas about learning with each other in small groups and could present ideas confidently to the whole class.
- Students had few opportunities to make links between subjects as these were not explored by teachers. With the exception of mathematics, students did not often apply their knowledge and skills to real life applications.
- Students' enquiry and critical thinking skills were less developed across all phases, particularly in the primary phase.

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Most students demonstrated a strong sense of belonging to the school.
- Students' behaviour was exemplary in and out of the classrooms.
- Interactions between students and staff were built on mutual respect and appreciation of the school's cultural diversity.
- Healthy lifestyles were promoted across the school. This was evident in students' healthy eating awareness campaigns and their focus on fitness and sports activities such as the 'Triathlon' that attracted very large numbers of students.
- Students' attendance and punctuality were outstanding.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Most students had a good understanding of Islam and its inherent role in the life of Dubai, as demonstrated during a 'celebrations week'. The appreciation of Dubai's culture, and its important location in the Middle East, was very evident in students' discussions, wall displays and projects such as 'Know Your UAE'. Students' understanding and appreciation of cultures from the world around them was most visible in the school's celebrations of a range of cultural festivals. 				

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding 	Outstanding	Outstanding
<ul style="list-style-type: none"> Students, who were part of the Student Leadership Team, were routinely included in appropriate key decision making. For example, they had a voice in the appointment of the school prefects. Global perspectives and world studies were embedded into the curriculum. Senior students regularly took part in local and global competitions such as the Scholars' Cup in Singapore and the Business Challenge organised by Murdoch University. Younger students participated in 'Dragons Den' style competitions to develop entrepreneurship. There was a strong focus on environmental concerns such as 'Clean the Desert'. The school had an environmental coordinator and were in the process of registering as an Eco-school. 				

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> Almost all teachers demonstrated a good knowledge of their subject and understood how children and students learn. In the Foundation Stage, staff were skilled at providing an integrated experience which was well suited to meeting the learning needs of young children. Throughout the school, teachers planned lessons effectively. They had clear learning objectives, took account of previous learning and selected suitable learning resources. However, technology was not used well by teachers across the school to enhance learning, even though almost all classrooms were equipped with interactive whiteboards. In a few classes teacher talk dominated; students in those classes had insufficient opportunity to apply their knowledge and skills. The most effective use of questioning techniques to check on student understanding was in the secondary and Post-16 phases. Teachers planned to meet the wide range of students' learning needs. However, this was inconsistent in quality, especially in the primary phase. In some classes, teachers' expectation were too low; more able students were not sufficiently challenged. 				

- In many lessons, teachers did not always provide sufficient opportunities to develop students' critical thinking skills, through the use of enquiry approaches.
- In Arabic as a first language, teachers had secure subject knowledge and planned adequate opportunities for students' learning. However, only a few teachers were working on developing students' critical thinking skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- The school assessment processes were accurate and related to curriculum standards.
- The school used a range of standardised assessments. Staff had incorporated international assessment data into the planning of teaching and learning. This enabled the setting of benchmark targets and identification of students who needed additional support.
- Data from assessments was not always used consistently well by all teachers and leaders to track students' progress and support their judgements on the progress of their students in each phase.
- Teachers used target setting effectively. Most students knew their targets and next steps in learning. They understood their strengths and weaknesses and were confident in assessing their own learning.
- Most assessment information was used appropriately in teachers' planning to target the needs of most students. However, teachers, particularly in the Foundation Stage, were not always skilled enough at using this information to plan activities and support students with special educational needs to reach their next targets in learning.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Outstanding	Outstanding

- The school had a defined curriculum framework which was comprehensive and developmentally appropriate. There was a clear focus on the acquisition of skills and knowledge.
- There was good planning for progression, especially in English and mathematics, which enabled a smooth transition from one phase to the next.
- The Early Years Foundation Stage (EYFS) curriculum was interesting, motivating and diverse. Opportunities to extend students' experiences across the school were routinely built into the curriculum. Across all phases there were a wide range of class visits both locally and internationally. The use of external specialists enhanced learning in the classrooms.
- The curriculum's thematic approach in the Foundation Stage and primary phase provided integrated and holistic learning. Projects in lower secondary phase, such as the 'Know Your UAE', successfully linked various subjects which supported students' learning.
- The curriculum was regularly reviewed and updated in response to staff surveys as part of the school's self-evaluation process. The curriculum had been updated in line with developments in the United Kingdom.
- The Arabic as a first language curriculum provided additional study time but did not address all of the aspects of the subject. Arabic as an additional language was taught in the Foundation Stage which developed a sound base for future learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> The EYFS curriculum was effectively planned to provide stimulating learning opportunities for all groups of children. This enabled them to become independent learners and ensured good progress. In the upper phases, subject choices included academic and vocational courses. The curriculum, across all phases, had been modified to ensure a high level of challenge and to engage most students. There was a wide range of academic courses in the secondary and Post 16 phases, including community service and work experience programmes. There was a rich variety of after school activities, which included the arts, sport and study support. Strong community links, particularly in the secondary and Post-16 phases, included a valuable student leadership skills programme. The school provided four 15-minute periods of Arabic for Foundation Stage 2 children weekly, during the break time. It focused on Arabic vocabulary, such as the names of; colors, fruits, vegetables and animals. 				

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding 	Outstanding 	Outstanding 	Outstanding 
<ul style="list-style-type: none"> The school had a secure child protection policy and effective arrangements to protect students. All forms of bullying, including cyber-bullying were included in the policy guidance. There was outstanding care and welfare of students through the effective provision of health and pastoral care. Very thorough systems were in place for ensuring all aspects of students' health and safety. Accurate records of incidents and subsequent actions were maintained. The premises and facilities were in a good order and were well maintained. However, the large number of students, studying in cramped classrooms and laboratories was concerning. All aspects of healthy living were covered in the curriculum. These included healthy food choices and using the internet safely. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Relationships between students and staff were highly positive. Staff were well aware of students' personal, social and academic needs. The policy of positive behaviour management was well established. Students enjoyed earning house points and staff rarely needed to use sanctions. The school kept accurate records of attendance and punctuality. Improvements in procedures resulted in higher levels of attendance. There were regular reminders to parents on punctuality and clear consequences for students who arrived late. The school promoted a fully inclusive ethos. Students with learning difficulties were identified using a range of specialist tests and information from parents to confirm individual learning needs. The specialist learning support centre provided very effective personalised support for students to promote their learning. However, teachers did not always modify lessons sufficiently to ensure a consistently good rate of progress for all students. There were excellent systems in place to provide advice and guidance to students. Students knew which adults they could contact if they needed advice. High quality careers guidance was focused on helping students make informed choices in the upper secondary and Post-16 phases. All staff provided valuable advice on university applications. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> Senior leaders including governors promoted an inclusive ethos. The day to day management of the Achievement Centre was very effective. However, policies and systems for special educational needs students lacked clear guidelines on roles, responsibility and lines of communication between teachers and leaders. The monitoring system of the special educational needs provision required review and improvements to ensure more significant impact. The school did not utilize the baseline assessment information of all children when they entered the Foundation Stage. Opportunities for accurate identification and early intervention were missed. The Achievement Centre staff made use of a wide range of tests and information from parents to identify the needs of newly enrolled students. Interventions developed by the learning centre were well matched to students' need. The high quality support staff in the learning centre made very effective curriculum modifications. They carefully tailored the learning tasks to meet the personal, social, emotional and learning needs of most of the students when they worked in the learning centre. However, in some classrooms, teachers did not modify lessons to ensure that the activities and resources closely matched the needs of all of the students. Most parents of students with special educational needs had chosen the school because of the quality of the specialist provision. The school ensured parents were well informed of their children's progress, through verbal and written communication. The involvement of parents in the review of their children's individual education plans supported learning progress. The parents interviewed indicated they were extremely happy with the support, communication and guidance they received from the school. 	

- Most students made at least acceptable progress in their academic development. They made better progress when they were supported by learning support assistants. Most students made good progress in their personal, social and emotional development. They developed sufficient resilience, confidence and independence to take risks in their learning.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The Principal had high aspirations for the school and was supported by an efficient senior leadership team. • Leadership was distributed effectively across the school. Recently appointed subject leaders had not yet had sufficient time to significantly impact upon their area of responsibility. • Relationships between leaders and teaching staff were effective. • The Principal was keen to innovate and introduce new ways of improving students' learning outcomes. • The new systems and procedures had not yet had sufficient impact on students' learning experiences and outcomes. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Senior leaders and teachers across the school were involved in reflecting upon and evaluating the quality of individual and whole school performance. • Information gathered from lesson observations was used to plan training and inform performance management records. Focused professional development had produced an improvement in the provision for Foundation Stage children. However, at the time of inspection, there was no significant impact against other improvement targets. • The schools improvement plan had a suitable number of strategic goals and detailed action plans. • Self-evaluation had improved some aspects of the school's work but insufficient progress had been made on improving teaching in primary phase, which had remained acceptable. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents were very supportive of the school. A majority actively participated in the life of the school and supported their children's learning. Parents could readily communicate with the Principal through the Cambridge International Parents Association. This channel had enabled the school to take effective action in addressing the few complaints. • Communication between parents and the school was outstanding. Parents could readily communicate with key members of the teaching staff. • The academic reports on students were exemplary. Parents were informed of their children's strengths and targets for improvement. • The school maintained productive links with a wide range of businesses and other organisations. Links with other schools were beneficial to senior leaders, teachers and students. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The Governing Board had no parental or community representation. • The school owners effectively held leaders to account on a number of key performance indicators, including academic performance, retention of students and financial performance. • The governors provided strategic direction to the school and were improving the technology infrastructure to enable students to use mobile electronic devices in the future. Governors' had failed to address the overcrowding issues in classrooms. This impacted negatively on students learning. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The day-to-day management of the school was effective. • There were sufficient qualified teachers in all subjects except Islamic Education. Good quality training was available for teachers from the parent company. • The school had a suitable range of specialist facilities but the design of the school buildings limited its overall effectiveness. • Most classrooms had interactive whiteboards. However, there were only a few portable computers for students to use in classrooms to support their research and investigations. The range of books in the library was limited, especially in Islamic Education and Arabic. The provision of science equipment was limited in the primary phase; in the secondary phase equipment was outdated. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	467	23%
	Last year	382	16%
 Teachers	69		51%
 Students	72		13%

- A minority of parents and students, but a small majority of teachers, completed their surveys.
- Most parents agreed that most aspects of the school's provision were at least good. Most agreed that the school was well led.
- A minority of parents agreed that their children was making good progress in Arabic as a first language; a majority thought good progress was made in Islamic Education and Arabic as an additional language.
- Most parents thought that good progress was made in mathematics and science and almost all thought that good progress was being made in English.
- Most parents felt that their children learned well because of the good quality of teaching.
- Almost all parents were of the opinion that their children enjoyed and were safe while in school.
- Most parents valued the academic reports and their meetings with teachers which kept them informed about how their children were progressing.
- Almost all parents felt that their children were developing a good range of learning skills and developing a good awareness of other cultures.
- Parents agreed that the school offered children a wide choice of subjects and activities.
- The few students who took part in their survey were happy with most aspects of the school.
- Most teachers and almost all students agreed that student behaviour was good.

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

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

How to contact us

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

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae