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

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Capital School

Celebrating 10 years of inspections

CAPITAL SCHOOL

UK CURRICULUM

Contents

School information

General information

Location	Al Qusais
Type of school	Private
Opening year of school	2014
Website	www.capitalschooluae.com
Telephone	0097142988776
Address	PO Box 236498 Baghdad Street, Al Qusais, Dubai
Principal	William Johnston
Principal - Date appointed	8/1/2014
Language of instruction	English
Inspection dates	05 to 07 February 2018

Teachers / Support staff

Number of teachers	77
Largest nationality group of teachers	UK
Number of teaching assistants	31
Teacher-student ratio	1:12
Number of guidance counsellors	0
Teacher turnover	57%

Students

Gender of students	Boys and girls
Age range	4-13
Grades or year groups	FS1-Year 8
Number of students on roll	893
Number of children in pre-kindergarten	
Number of Emirati students	48
Number of students with SEND	152
Largest nationality group of students	Indian

Curriculum

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

School Journey for CAPITAL SCHOOL.

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

2016-2017   2017-2018

The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

CAPITAL SCHOOL was inspected by DSIB from 05 to 07 February 2018. The overall quality of education provided by the school is acceptable. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Strong leadership, and supportive governance, is leading to improvements in students' learning skills and personal development. In addition, assessment, curriculum adaptation, health and safety provision, and support for special educational needs have been strengthened. Good teaching is now evident in the Foundation Stage, and is increasingly consistent in the primary and secondary phases. Progress is improving in phase one and in primary science.

Students' achievement

Students are keen and engage with their learning across the school. Consequently, their learning skills are a consistent strength. Children in the Foundation Stage make good progress in English, mathematics and science, and students continue to do so in the primary and secondary phases. Progress is less secure in Islamic education and Arabic. Attainment remains acceptable in all key subjects.

Students' personal and social development, and their innovation skills

Students' personal and social development and innovation skills have all improved, across the school. Students in all phases are very helpful, and take responsibilities seriously, from tidying their workspace in the Foundation Stage to looking after peers across primary and secondary. Students' knowledge and understanding of Islamic values is actively expressed in their charitable activity.

Teaching and assessment

Teachers' use of assessment to plan for meeting students' needs is now consistently good. Their improved tracking and monitoring of progress allows more focused support for students, best-developed in mathematics, and less consistently in Islamic education and Arabic. Teaching is most effective in the Foundation Stage. Across the primary and secondary phases, teaching does not challenge higher-attaining students consistently or effectively.

Curriculum

Effective approaches to curriculum planning are increasingly motivating students' learning. The skills progression built into the well-planned 'Theory of Learning' increasingly supports students' critical thinking. Teachers adapt the curriculum well to meet students' needs. The school is aware of the need to ensure themes cover all aspects of subject knowledge.

The protection, care, guidance and support of students

School leaders ensure all staff throughout the school are well-informed of procedures to safeguard and protect students from bullying behaviour in school or online. Arrangements to provide care and support are good, with students' personal and social development appropriately supported through social education programmes and advice and guidance from teachers. Provision for students with special educational needs and disabilities is good.

What the school does best

- Students' good progress in English, mathematics and science, and their strong learning skills, across the school

- Students' very good personal development across the school characterised by their respectful behaviour, care for others, and conscientious discharge of responsibility

- The school's good curriculum design and its effective adaptation to meet students' needs, including those with special educational needs and disabilities.

- The effective arrangements for students' health, safety and wellbeing, including safeguarding

- Effective senior leadership which has secured improvements in   assessment practices; curriculum adaptation; health and safety arrangements and provision for students with special educational needs

Key recommendations

- Develop the capacity of middle leaders to secure consistency of teaching for effective learning across the school and improve students' progress in key subjects, including Islamic education and Arabic

- Improve the school's evaluation of the overall quality of outcomes for students, especially their attainment and progress in all key subjects to arrive at consistently accurate judgements

- Ensure that governors hold the school leaders objectively to account for the quality of its provision and the quality of students' outcomes, particularly student progress, in all key subjects including Islamic education and Arabic.

Overall School Performance
Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable ↓	Acceptable ↓
	Progress	Good	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good ↑	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good ↑	Good ↑	Good ↑

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ⬆	Acceptable	Acceptable
Assessment	Good ⬆	Good ⬆	Good ⬆

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good ⬆	Good ⬆	Good ⬆

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter

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

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

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in English, mathematics and science when measured against the National Agenda Parameter (N.A.P.) is below expectations.

- The school meets the registration requirements for the National Agenda Parameter. The school's National Agenda plan identifies the need to provide more training to enhance teachers' understanding of the analysis of data.

- Teachers analyse Cognitive Aptitude Test (CAT4) and international benchmark data in depth and use the outcomes of this analysis to help them meet the needs of all students.

- The curriculum is being modified to align with the TIMSS assessment requirements, particularly in the area of problem solving.

- As a consequence of the data analysis, teaching strategies, particularly the approaches to questioning, have been adjusted to ensure lessons focus on critical thinking.

- All students and parents are aware of the National Agenda assessment results. The use of learning technologies and other resources for research purposes are developing.

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

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders and governors are clearly focused on meeting the diverse educational needs of different groups of students, including Emirati students, as they determine to 'close the gap' between students' potential and actual achievement. Strategic planning identifies targets to ensure teaching, guided by accurate assessment is engaging and motivating, complemented by closer partnership with parents.

- Teachers use assessment information well to group students more effectively in class lessons. They are matching their teaching more closely to students' preferred learning styles. Improved assessment also supports teachers and students' rising expectations of what they can achieve together. As a result, students, including Emirati students, respond increasingly positively to the school's engaging climate for learning.

- The school's increased focus on assessment data and its use to inform curriculum adaptation is increasingly enabling learning to be personalised for all groups of students, including Emirati students. Student profiles facilitate the provision of new learning opportunities. All students are now provided with learning targets in both literacy and numeracy.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education curriculum (MEP) curriculum follows the requirements of the UAE MEP learning outcomes with a defined scope and sequence and effective engagement of families and staff.
- Teachers have secure subject knowledge and plan personalised and engaging lessons. They use supplemental resources and real life examples when teaching.
- Students actively collaborate together to explore the concepts of the MEP and share and apply their understanding well to personal, local and global contexts.
- Student learning in the MEP is not assessed or reported to parents

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- UAE social studies learning outcomes are fully integrated with the school curriculum. It is broad, and balanced with cross-curricular links.
- Teachers consistently challenge and develop students' higher order thinking skills and make connections to their personal experiences, and to current affairs both locally and globally.
- Students consistently collaborate to explore and research different concepts of the UAE social studies. They evaluate sources and use it as evidence to support their argument.
- UAE social studies assessments are coherent and consistent, providing valid measures of students' progress and informing curriculum planning to meet the needs of all students

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

Innovation in Education

- Students are mostly independent learners and are developing skills to think critically in most subjects. The creative use of technology is developed through thematic learning.
- Students are developing their understanding of the culture of innovation. They actively play a key role in enterprise and entrepreneurial initiatives within the school community.
- Teachers are increasingly providing opportunities within lessons for students to think innovatively and find solutions to real-life problems.
- Creativity within lessons is well planned using the 'Learning Theory' model but is a developing feature in practice in the large majority of lessons.
- Leaders at all levels motivate teachers to devise innovative learning contexts, often involving creative application of learning technologies, in all phases of the school.

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

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary	Secondary
	Attainment	Not applicable .	Acceptable .	Acceptable .
	Progress	Not applicable .	Acceptable .	Acceptable .

- Most students in primary and secondary achieve the learning outcomes particularly in Holy Qur'an recitation. Non-Arab students develop a deeper understanding of main concepts such as Hajj and Zakat while Arab students are improving the development of Holy Qur'an recitation skills.

- Most students in the lower primary phase can list the Five Pillars of Islam. Students in the secondary phase can reflect on their understanding of the main Islamic values. However, they are not sufficiently challenged to think critically.

- Parents are involved in supporting Tajweed lessons and encourage their children to focus on Holy Qur'an recitation. However, not all students can communicate their understanding of the main ideas in the Holy Qur'an verses they study.

For development

- Improve students' achievement by strengthening their ability to think critically about all key concepts in Islamic education.

Arabic as a first language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Although the school internal assessment data indicate that students' attainment is well above expectations, work in lessons and in students' books reflect a lower level of achievement.

- Most students have stronger listening skills than speaking skills as teachers often dominate lessons, limiting opportunities for oral expression. When reading aloud, most students are generally fluent but their reading comprehension skills and free writing are not as strong.

- The progress of different groups of students is inconsistent. In addition, students lack confidence when using the modern standard Arabic and in their writing due to the limited opportunities to apply their skills.

For development

- Provide more opportunities for independent speaking and writing activities

Arabic as an additional language		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable

- The level of students' attainment and progress are in line with the curriculum expectations in the primary phase while it is below expectations in the secondary phase. This is reflected in their work in lessons and in their books. Internal assessment data reflects higher levels of achievement.

- Students' listening skills are secure in both phases. In the primary school, their speaking is limited to short conversations. Reading skills are acceptable but writing skills are below expectation. In the secondary phase, reading, speaking and writing are weak compared to students' years of study.

- Progress in developing the speaking and writing skills is slow due to the limited opportunities provided in lessons. Teachers too often have low expectations of what students can achieve, and consequently offer tasks and activities which lack challenge.

For development

- Ensure that the students have enough practice opportunities to access to all language skills.

- Increase the level of challenge and expectations in all lessons.

English		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good

- Across all phases, students meet age related expectations and make better than expected progress when measured from their low starting points in learning. Progress in reading is stronger in the secondary phase as a result of improved development of students' comprehension skills.

- Students' writing skills are developed well in the primary phase through a daily focus on vocabulary and grammar skills and an emphasis on drafting and editing skills.

- Newly introduced guided reading sessions, supported by school's focus on phonics' awareness, are beginning to improve students' reading and comprehension skills. However, the initiative is not embedded across all classes. Higher-level reading skills of inference and comprehension are underdeveloped.

For development

- Develop students' higher level reading skills through a consistent focus on reading for inference.

Mathematics		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable ⬇	Acceptable ⬇
	Progress	Good	Good	Good

- There are no significant differences in student achievement outcomes between the phases. Students' progress is strong when measured from their starting points in learning. They are acquiring a greater understanding of mathematical language and skills but do not apply it consistently.

- Strong achievement is evident in students' practical work with space and shape. However, comprehension of word problems is limited due to a lack of understanding of mathematical operations.

- The adaptation of the curriculum, to include a dedicated lesson on problem solving, is beginning to improve students' understanding of specialist mathematical vocabulary.

For development

- Increase and extend the opportunities to improve students' understanding of mathematical language.

Science		Foundation Stage	Primary	Secondary
	Attainment	Acceptable .	Acceptable .	Acceptable .
	Progress	Good ⬆	Good ⬆	Good .

- The attainment levels reflected in external examinations is weaker than is evident in lessons and in students' books. Overall, for most students across the school, attainment is in line with curriculum standards.

- Progress is strongest in the secondary phase due to more effective teaching. However, students have gaps in their knowledge as not all areas of the science curriculum have been consistently implemented.

- Progress in the primary phase is more variable but improving, as a result of changes to the curriculum. Improvements in progress are not evident in external assessment results. In the Foundation Stage insufficient opportunities to explore and investigate sometimes restrict children's development of scientific thinking.

For development

- Provide students with frequent opportunities for open-ended investigations that develop problem solving, critical thinking and independent enquiry.

	Foundation Stage	Primary	Secondary
Learning Skills	Good ⬆	Good ⬆	Good ⬆

- Students' willing contribution in all lessons supports their engagement in and enjoyment of learning. Most students are keen to take responsibility and work collaboratively in the majority of subjects. They readily seek help when it is required.

- Students can confidently apply their learning to real life and make cross- curricular links. They are able to articulate their prior knowledge and understanding at the start of a topic. Few students initiate questions for themselves but are keen to respond to the teachers.

- When given the opportunity, students competently solve simple problems, and think critically, giving reasoned responses. The development of these skills, and opportunities for independent research are not evident in all lessons and subjects.

For development

- Increase opportunities for students to develop collaboration and independent learning skills in all subjects, particularly in Arabic and Islamic education.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ⬆	Very good ⬆	Very good ⬆

- Across all phases students are very well-behaved, both in lessons and around the school. Relationships with each other are friendly and inclusive. Students are very respectful, and courteous and welcoming to visitors. They are progressively self-reliant from Foundation Stage through to the secondary phase.

- Students eagerly accept responsibility. 'Playground buddies" proactively review and improve how peers relate to one another. Across the school, students welcome and respond well to feedback on their learning and personal development. They enjoy exercise and make healthy food choices.

- Attendance rates are good. Students appreciate the additional opportunities the school provides them. Older students respond well to challenging contexts such as adventurous outdoor education where they develop problem-solving skills and resilience. Bullying is rare in this harmonious learning community.

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

- Students in general show good appreciation of UAE heritage and Islamic values. Children in the Foundation Stage recite the National Anthem with enthusiasm every morning. Students are able to identify the key features of the UAE and its history.

- Students' participation in national celebrations reflect their understanding and appreciation of UAE culture. The school's diverse community enables students to develop an understanding of other cultures. They proudly celebrate their own identity and appreciate the quality of life the UAE offers.

- The Majlis, UAE culture corners, displays about Prophet Mohammed (PBUH) and the ancient Arab scholars in addition to the Holy Qur'an recitation competition and Tajweed club contribute to a school environment that deepens students' understanding of Islamic values and UAE culture.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good ⬆	Good ⬆	Good ⬆

- The development of social responsibility and innovation is good across the school phases. The students contribute well to the school life and support the needs of their peers with imaginative initiatives such as happiness boxes.

- The students have a strong work ethic. They contribute to a broad range of initiatives, enterprise, and entrepreneurship. They are well-involved in charitable activities within the local community.

- Students care for the school and its environment. They participate successfully in conservation activities which impacts positively on their understanding of sustainability.

For development

- Increase the opportunities for students to make a contribution within the local and wider community.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ⬆	Acceptable	Acceptable

- Teaching in the Foundation Stage more consistently meets children's learning needs than in other phases. In the primary and secondary phases, lesson planning identifies 'capital' questions to develop curiosity and enquiry. However, teachers' expectations in lessons of what all students can learn and achieve are inconsistent.

- Interaction and dialogue between teachers and students is supporting increasingly effective learning in all phases. Lessons regularly have a range of interesting, age-appropriate activities that engage students, but in a few, they are overly-directed by the teacher.

- Professional development and monitoring to improve the quality of teaching is beginning to have an impact in the majority of subjects, particularly in the provision of open-ended activities and questioning which encourages students to think more deeply.

	Foundation Stage	Primary	Secondary
Assessment	Good ⬆	Good ⬆	Good ⬆

- Systems in place for the monitoring of assessment are clear and coherent in all phases and enable the teachers to plan to meet the needs of the individual students. However, overall data on students' progress is not consistently or accurately evaluated in all subjects.

- A strength of assessment is the knowledge of the teacher in understanding the needs of all students. Consequently teachers have the information they need to shape the learning experience to maximise the potential of each and every individual child.

- Assessment processes have been strengthened since the previous inspection. The school is making the use of assessment data a key component of all lesson planning and this is beginning to have a positive impact on the learning experience within the classroom.

For development

- Improve the consistency in the quality of teaching across all subjects, to frequently provide challenging opportunities for all learners.

- Ensure that all teachers, in all subjects, make the best possible use of all the assessment data available to them, to help inform their lesson planning

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum across the school follows the requirements of EYFS, the English National Curriculum and the MOE. There is appropriate breadth and balance and a focus on developing both knowledge and skills and it effectively provides good continuity of learning.

- The newly developed thematic primary curriculum, supported by the school's 'Learning Theory', is well structured. It enables students to develop a deeper and more cohesive understanding of the world. However, it does not identify sufficient opportunities for scientific investigation.

- Regular reviews of the curriculum, informed by a range of assessment data, are carried out to ensure that the curriculum remains relevant and meets the academic needs of all students. However, the outcomes of these reviews are not always used to secure improvements in all subjects'.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ⬆	Good ⬆	Good ⬆

- School leaders use internal and external assessment data effectively to identify gaps in students' knowledge and skills and amend the curriculum accordingly. The introduction of weekly problem solving lessons in mathematics to support students with word problems exemplifies this well.

- Across all phases, the needs of all groups of students are well recognised. While teachers are successful in planning regular and robust interventions for those requiring additional support, there are inconsistencies in the challenge provided for more able learners.

- Students develop a good understanding of the culture and heritage of the UAE from learning experiences embedded across all subjects. Their knowledge, and appreciation of, and respect for, Emirati and world cultures, is evident in their work and the in the learning environment.

- Two 50-minute Arabic lessons are offered at FS 2 classes each week with a focus on speaking and listening skills.

For development

- Modify the curriculum in all subjects to meet the needs of all learners, particularly those who are more able.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good ⬆	Good ⬆	Good ⬆

- Effective procedures to safeguard students inform all staff of their roles and responsibilities. Well-organised arrangements ensure students' safety in school, on school transport and online. Students in all phases know who to approach if they have concerns.

- Buildings and facilities are well-maintained and maintenance carefully recorded. Confidential records are securely kept. Premises are suitable and accessible to all students and staff with a lift to all floors.

- The school effectively promotes students' understanding of healthy lifestyles through a range of popular activities including swimming, and for older students, outdoor adventure. The school canteen menus take good account of dietary advice, and staff monitor students' packed lunches.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Relationships between staff and students are caring and mutually respectful. Foundation Stage teachers help children take suitable responsibility and this progresses through the school. Consequently, students contribute significantly to the school's well-managed calm and purposeful ethos.

- Suitable processes, including the use of cognitive ability tests, accurately identify students with special educational needs and disabilities. Specialist staff support identified students well. The support from class teachers is increasingly effective.

- Guidance and support for all other groups of students is generally effective but not consistent for more able learners. Older students receive good quality guidance to inform their next steps in education and careers.

For development

- Improve programmes and initiatives to support and challenge students with particular gifts and talents

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good ⬆

- The inclusion manager's committed leadership is contributing to improved provision for students with special educational needs and disabilities (SEND) and sets a clear direction for inclusion. Consequently the school supports a wide range of students' needs.

- Effective identification processes use a range of suitable assessments to identify accurately students' special educational needs. Leaders ensure these practices are continually reviewed and support is provided to parents to seek further professional guidance when necessary.

- The school supports parental engagement as partners in their child's learning well, through regular meetings, and frequent updates on progress. Parents contribute to individual education plans (IEPs) and report that the school's advice helpfully supports home learning.

- Teachers adjust their lessons and adapt the curriculum increasingly effectively to meet students' needs. The inclusion leader and specialist staff provide well-planned support to small groups, including learners of English as an additional language, both in and out of lessons.

- Overall, students with SEND make good progress in their learning and personal development, supported well by specialist teachers, and increasingly consistently by class teachers, and learning support assistants (LSAs). Support is less effective in Islamic education and Arabic lessons.

For development
- Provide targeted training for classroom teachers and LSA's in all subjects, including in Islamic education and Arabic.

- Explore strategies for providing equitable and effective LSA support to students with special educational needs in Arabic and Islamic education.

6. Leadership and management

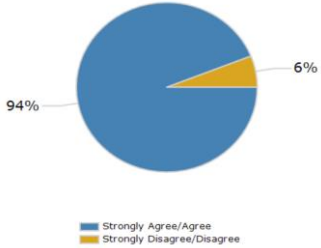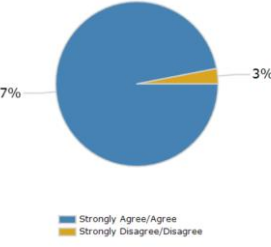| The effectiveness of leadership	Good ⬆
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

- The principal's and senior leaders', widely-shared vision of inclusive learning fully accords with UAE priorities. Their well-developed professional expertise is ably supporting improvement in curriculum, learning, teaching and assessment. Increasingly effective middle leaders well understand their roles and are responding to senior leaders' expectations of rapid improvement. Many aspects of students' personal development have significantly improved.

- Senior leaders have improved many aspects of school self-evaluation. Despite increasingly accurate data analysis, evaluations of student progress in half the key subjects remain over-optimistic. Long and short-term improvement planning links well to school priorities and recommendations from the previous inspection report. However, short-term plans lack measureable success criteria, restricting the accurate identification and monitoring of targets for improvement.

- The school promotes partnership with parents effectively through informative briefings, regular communication, and openness to continuing dialogue with parents. Reports on student progress convey suitably detailed attainment and progress summaries and inform next steps in learning. Parents are well-informed about school improvement priorities and contribute increasingly to the work of the school.

- Governors are supporting the school's improvements, through the allocation of increased management and leadership time, and wide-ranging recruitment of new staff. Governance includes staff and parent representation. The governing body does not receive sufficient information from senior and middle leaders to enable it to evaluate the quality of the school's work objectively and hold leaders accountable for school performance.

- School leaders at all levels ensure daily routines run smoothly and students also contribute significantly to the school's calm, purposeful and highly positive learning environment. Teachers' professional development is well supported. Specialist facilities support curricular programmes well in science, art, music and PE.

For development

- Develop the capacity of middle leaders to secure consistency in the effectiveness of teaching and accurately evaluate its impact on students' progress in all key subjects.

- Improve the accuracy of self-evaluation.

- Improve the capacity of governors to accurately evaluate the quality of the school's work and hold leaders at all levels accountable.

The views of parents, teachers and senior students

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

Students No. of responses = 0	Parents No. of responses = 245	Teachers No. of responses = 32
Not applicable	Overall, I am satisfied with the quality of education at my child's school 94% / 6% Strongly Agree/Agree Strongly Disagree/Disagree	Overall, I am satisfied with the quality of education at my school 97% / 3% Strongly Agree/Agree Strongly Disagree/Disagree

👫 **Students**	not applicable	
👪 **Parents**	• Parents very positively respond to all questions on all aspects of school's work, including safety, enjoyment, curriculum, promotion of love of reading, leadership, responsiveness to parent views. A very few comments questioned the perceived value of home project work, leaders' profile around school, their responsiveness to concerns, and the role of coffee mornings as communication channels.	
🧑‍🏫 **Teachers**	• Teachers' responses were almost all favourable to almost all questions. Less positive responses concerned the effectiveness of leaders because they are perceived to be few in number and overworked. Almost a quarter find professional development in the school unrewarding.	

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