

ACCEPTABLE



2019-2020

INSPECTION REPORT

UK CURRICULUM

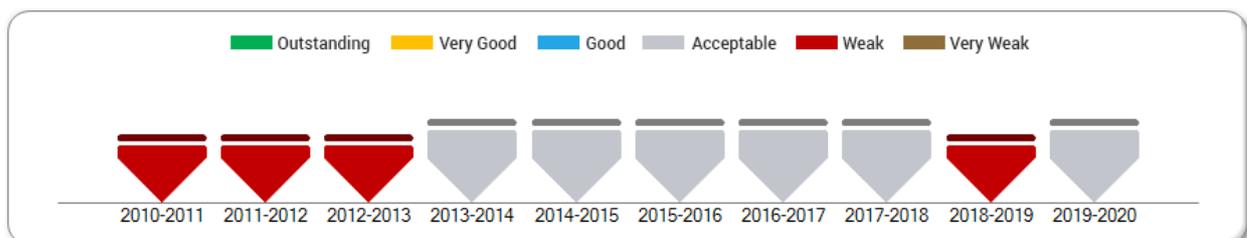
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>8</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>Views of Parents and Senior Students.....</i>	<i>21</i>

School Information

General Information	Location	Al Garhoud
	Opening year of School	1970
	Website	www.grammarschool.ae
	Telephone	+97142824822
	Principal	Craig Shipton
	Principal - Date appointed	14/03/2019
	Language of Instruction	English
	Inspection Dates	13 to 16 January 2020
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	FS 2-Year 12
	Number of students on roll	1179
	Number of Emirati students	0
	Number of students of determination	54
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	83
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	30%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, IGCSE, AS and A Level
	Accreditation	None
	National Agenda Benchmark Tests	GL

School Journey for GRAMMAR SCHOOL



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students’ outcomes, provision and leadership.

Student outcomes	<ul style="list-style-type: none"> Attainment and progress are acceptable in the Foundation Stage (FS), and progress is acceptable in English, mathematics and science. Attainment remains weak in Islamic education and mathematics in the primary and post-16 phases. Attainment and progress also remain weak in Arabic as a second language. Learning skills are acceptable across all phases and are frequently better than teaching. Students’ personal development is good across all phases. Their understanding of Islamic values and culture, as well as their social responsibility and environmental awareness, are acceptable. Students demonstrate positive attitudes and behaviour across the school. They have a secure knowledge of their own cultures but have less appreciation of other world cultures. Attendance and punctuality are improving. Innovation is emerging.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching is acceptable overall but with inconsistencies across the subjects. Planning is well considered. Relationships are positive, but differentiation and challenge remain as areas for further improvement. Assessment information is not used consistently to modify teaching. The marking of student work is variable and does not always help students identify their next steps in learning. Opportunities to develop students’ critical thinking, problem-solving and innovation skills are limited. The school follows the National Curriculum for England (NCfE), with due regard given to Islamic education and Arabic. However, statutory requirements are not fully met in Arabic as a first language. NCfE curriculum requirements, such as science for all in the secondary phase, are not met. Modifications to the curriculum for students of determination and for those with gifts and talents are inconsistently applied. The provision for health, safety and protection of students is acceptable across the school. The deficiencies identified on the first day of the inspection were addressed by the following morning. Safeguarding and child welfare procedures are comprehensive and effective. Students have access to a range of appropriate academic, social and emotional support. Older students get help in making informed choices about their future.
Leadership and management	<ul style="list-style-type: none"> Leaders and governors have a clear vision for the school. They know what they need to do to improve, although development planning is not sufficiently prioritised. Relationships are professional and supportive. Morale is high. Communication between parents and the school has improved. Governors ensure that the school is held accountable. Staff turnover is still high, but induction training is effective. The premises are adequate, but facilities and resources within the school are limited.

The best features of the school:

- Students' personal development and positive attitudes
- The strong leadership of the inclusion department and the guidance and support offered to students
- The ongoing professional development for all teachers which is improving the quality of their teaching
- The commitment of the principal and vice-principal to school improvement.

Key recommendations:

- Improve the quality of teaching and learning by ensuring that:
 - there is greater consistency across the subjects
 - the best practice that exists is shared across the school
 - questioning is better used to develop students' critical thinking skills
 - independent enquiry, creativity and innovation skills are systematically developed in all lessons
 - high quality resources, matched to curriculum requirements, are available to and used effectively by all teachers
 - teaching strategies in lessons meet the needs of all students, especially students of determination and those with gifts and talents.
- Develop the role of middle leaders, particularly the leaders of Arabic and Islamic education, through training and support, especially in the analysis of whole-school data and the monitoring of teaching.

Overall School Performance

Acceptable ↑

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable	Weak
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable ↑	Not applicable
	Progress	Acceptable	Acceptable	Acceptable ↑	Not applicable
 Mathematics	Attainment	Acceptable	Weak	Acceptable ↑	Weak
	Progress	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑
 Science	Attainment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Weak
	Progress	↑ Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑
 UAE Social Studies	Attainment	Acceptable			

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good ↑	Good ↑	Good ↑	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- Results of the TIMSS tests place the school in the Intermediate International Benchmark, exceeding the set targets. PISA 2018 results saw a drop from the 2015 levels. The scores on the PISA-based tests for schools (PBTS), while still below targets, show improvements in mathematics, science and reading. The PIRLS scores dropped between 2011 and 2016. Progress tests in English show that although minor improvements are being made, the results remain weak overall. Results for the progress tests in mathematics have improved to acceptable, and in science progress is now outstanding. Comparing the progress data to CAT4 potential measures shows that students are making outstanding progress in English, mathematics and science.

Impact of leadership

is approaching expectations.

- The majority of the recommendations from previous reports are addressed in the National Agenda plan, which the school monitors. Information from all sources is well analysed by senior leaders and used to adjust the curriculum. However, it is not used effectively to modify teaching and learning for students.

Impact of learning

is below expectations.

- Students rarely demonstrate critical or higher-order thinking in class. They find it difficult to deal with situations where they are asked to engage in independent enquiry, including research that goes beyond finding factual information.

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

For Development:

- Ensure that the assessment information available to teachers is used to modify the learning experiences and meet the needs of all students.
- Provide more opportunities for students to develop their critical thinking skills by engaging in independent enquiry and research.

Moral education

- Older students are able to consider globalisation and its implications for the environment. They also have a sense of responsibility regarding the impact of industrialisation. Younger students think about being kind and considerate to others, but they show insufficient underlying understanding.
- Teachers provide opportunities for students to consider their characters, society, and the importance of gratitude, appreciation and respect. Older students understand that they belong to a global community.
- Assessment focuses on students' knowledge, skills and understanding. Although this works well in the higher classes where teaching is adjusted to meet students' needs, it is less successful in the lower classes where there is a need to develop more conceptual understanding.

The school's implementation of the moral education programme is below expectations.

For Development:

- Ensure that lessons offer more opportunities for discussion and debate and support independent learning and critical thinking.

Reading across the curriculum

- New reading resources, including attractive classroom libraries and book-related activities, are promoting students' enjoyment of reading. The school is starting to check students' skills using standardised assessments.
- Teachers use a variety of resources for improving literacy. Children in FS and primary students follow a structured phonics programme. In the guided reading sessions, students are improving their skills.
- However, in all phases, reading as a learning skill is not well developed. There are limited opportunities for students to find information for themselves. Reading comprehension skills are at an early stage of development.
- The school has a detailed reading policy. School leaders are committed to raising the levels of reading across the school. However, some specialist subject teachers need further support in developing their students' reading skills in lessons.

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

For Development:

- Develop reading as a learning skill and make better use of the information available from the assessment of reading in lessons.

Innovation

- Opportunities for creativity are given in the curriculum, but students rarely find ways to be innovative by themselves. Almost all students use electronic tablets to find information.
- Some students are using their entrepreneurial skills in preparation for Expo 2020. Bake sales and the greenhouse initiative are examples of students' contribution to the community.
- Science teaching shows some systemic planning for innovation opportunities, particularly around science, technology, engineering, arts and mathematics (STEAM) activities. However, in the other subjects, these opportunities are less developed.
- Because critical thinking is not a regular feature of lessons, the most able students, in particular, are not sufficiently challenged to develop those skills.
- Leaders are raising awareness of innovation across the school, but their understanding of the ways to develop learning activities is superficial. Project work is being prioritised to encourage deeper student learning.

The school's promotion of a culture of innovation is emerging.

For Development:

- Set higher expectations for all students and provide them with opportunities to generate their own ideas and with activities that are innovative and entrepreneurial.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Acceptable ↑	Acceptable	Weak

- Students' attainment in lessons and in their recent work is insecure. The school's internal assessment information does not accurately reflect students' knowledge in lessons. Non-Muslim students make better progress than Muslim students, and girls achieve slightly better than boys, especially in the higher phases.
- Students' knowledge and understanding of Islamic values are at the expected levels, but their knowledge of Seerah, the Holy Qur'an and Hadeeth are less secure. Their Qur'anic recitation skills are underdeveloped.
- The school's improvement of the curriculum is beginning to accelerate students' progress, particularly in the secondary phase. These improvements are less evident in the other phases of the school.

For Development:

- Improve students' achievement by integrating the Holy Qur'an, Hadeeth and Seerah into all areas of learning and by encouraging students to refer to them for evidence of values, guidance and rulings.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Weak ↓
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students across the primary and secondary phases demonstrate language skills, especially reading skills, that are generally within the expectations of the Ministry of Education (MoE) curriculum standards. Students' levels of attainment at Post-16 are significantly below expectations, especially in reading and writing.
- Students in the primary phase read simple texts with appropriate accuracy, while students in the secondary phase can analyse and identify simple forms of similes and metaphors. Students can reflect on their general understanding. Their skills in speaking classical Arabic are underdeveloped.
- The school has introduced initiatives such as the writing starter activities and the use of reading books to encourage students' engagement with the language. It is too early for the department to evaluate the impact of these new initiatives on students' attainment.

For Development:

- Provide more regular opportunities and guidance to enable students to write competently for a variety of purposes.
- Challenge students further to speak using vocabulary that is clearly articulated in classical Arabic.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Weak	Weak	Not applicable

- Students across both phases of the school have limited proficiency in the four language skills. Only a few students understand spoken language and can speak simple sentences with confidence and competence.
- In lessons, students make acceptable progress in acquiring vocabulary. However, too many have difficulty in using this vocabulary to construct simple, grammatically correct sentences. Students' writing skills are weak across both phases, and their reading skills are limited.
- The school has taken some steps to improve students' language skills by introducing reading starter activities and learning technology into lessons. However, these initiatives have had little impact on students' attainment and progress.

For Development:

- Ensure that students' skill levels are accurately identified and that the curriculum and teaching are modified accordingly.
- Provide more engaging lessons with opportunities for students to develop all four language skills, especially speaking and writing.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable ↑	Not applicable
Progress	Acceptable	Acceptable	Acceptable ↑	Not applicable

- The curriculum provides many opportunities for independent writing across the school. Primary and secondary students show improvement in writing for a variety of purposes. However, in the secondary phase, students' poor handwriting and untidy presentation often make their work difficult to read.
- Teachers present children in FS with opportunities to speak in a range of situations and to develop their confidence in expressing themselves. Children are also making gains in learning how to read and write through a structured phonics programme.
- The planned reading programme and improved library facilities, including the e-library, have motivated more students to read with enjoyment and to extend their vocabulary. Students in the secondary phase take part in projects that develop their speaking skills.

For Development:

- Provide more opportunities for students to improve their writing and reading comprehension skills.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Acceptable ↑	Weak
Progress	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Overall, students' progress is now stronger in Primary, Secondary and Post-16. The highest attainment on external benchmarking tests and in lessons is in Secondary.
- Primary students lack independence in learning. In the primary and lower secondary phases, students are not challenged to demonstrate attainment that is beyond the basic levels. The improvement in GL Progress Tests is encouraging, but the results remain weak.
- The learning objectives are now clearer, allowing students to focus more on the main skills and knowledge that need to be acquired. Students in almost all classes work efficiently and show enthusiasm for learning.

For Development:

- Ensure that students are more engaged in active learning, including independent enquiry, especially in the primary phase.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Weak
Progress	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Most students demonstrate knowledge and understanding that are in line with curriculum standards. In IGCSE and AS level examinations, the results dipped in 2019. In the other external tests, most students have performed better than expected. Overall, attainment is lower than the average for UK schools in Dubai.
- Opportunities to develop scientific enquiry skills are now a regular feature of lessons. As a result, students' progress is improving. Attainment is also improving because students now show better understanding and application of scientific concepts.
- In FS, children have the opportunity to investigate but not always to predict. As a result, children's work sometimes lacks breadth and depth.

For Development:

- Accelerate students' progress by making the learning expectations clearer to them and by promoting higher-order thinking in lessons.

UAE Social Studies

All phases

Attainment

Acceptable

- Across the phases, students' work closely follows the set text, and their attainment is in line with curriculum standards. The attainment of the girls is slightly better than that of the boys.
- Students gain adequate knowledge of key concepts and factual information in the three domains of the subject. By the end of Year 6, they have an appreciation of the history of the UAE and an understanding of the influence of the Ottoman Empire. By the end of Year 10, they understand the evolution of the UAE and the formation of a national identity.
- Students' research, presentation and communication skills are variable. Opportunities for critical thinking and problem-solving are not sufficiently evident or secure.

For Development:

- Ensure that students' critical thinking and problem-solving skills are more developed and that boys achieve as well as girls, especially in the upper years.

Learning Skills

Foundation Stage

Primary

Secondary

Post-16

Learning skills

Acceptable

Acceptable ↑

Acceptable

Acceptable

- Most students across the school are keen to learn and have positive attitudes towards their studies. A minority, however, take insufficient responsibility for their own learning, relying on adult intervention to succeed. Most students know their targets and how to improve.
- Students collaborate well in groups when given the opportunity to do so. FS children collaborate when engaged in play and practical activities. Most lessons make effective connections to the real world.
- Opportunities to promote critical thinking and discussion are not sufficient. Technology is now used more frequently to support learning, except in the FS. Students' research skills are still limited, and their problem-solving skills remain inconsistent.

For Development:

- Provide opportunities for students to take greater responsibility for learning and promote their critical thinking, independent enquiry, creativity and innovation skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good ↑	Good ↑	Good ↑	Good

- Students' behaviour across the school has greatly improved as a result of the school's strong focus on the development of positive attitudes. Students enjoy mutual friendships and are courteous to adults and each other.
- Students demonstrate care, compassion and support for their peers. They are pro-active in taking leadership positions in which they contribute to improving the school. During lessons, they respond positively to their peers' feedback. Student mentors in Post-16 are active in supporting younger students to improve academically and socially.
- Most students display a good understanding of the importance of making healthy eating choices and keeping fit. Almost all are punctual in arriving for lessons. Attendance is still only acceptable.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school, students are appreciative of the values of Islam and understand their relevance to the modern society of the UAE. They can give examples of many of these values such as modesty, respect and tolerance.
- Students are proud of their own cultures and talk knowledgeably about them, including history, art, and tourist attractions. Although they are able to give some details about world cultures, their knowledge often lacks depth and breadth.
- The school has improved students' awareness of the UAE heritage and culture. This is now embedded into the curriculum and enhanced by a range of school activities, such as assemblies, celebrations and student-initiated projects.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- When given the opportunity, students make contributions to the school community by voicing their opinions and ideas, mostly through the elected student council. They enjoy taking part in the day-to-day running of the school as monitors, assistant librarians and mentors.
- Students' environmental awareness is especially evident in English and science. Secondary students keep the environment clean by participating in a beach clean-up project. However, their appreciation of conservation and sustainability of the global environment is still at a basic level.
- Students' enterprise and innovation skills are emerging. For example, students have started growing and selling their own produce as part of the greenhouse initiative.

For Development:

- Provide opportunities for students to take responsibility for creating, organising and managing their own projects.
- Improve students' awareness of other world cultures and their understanding of the global environment and sustainability.

3. Teaching and assessment

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

- Teaching has improved, particularly in the FS and the primary school, due to focused professional development, greater consistency in planning and regular monitoring and support. However, teaching is still weak in Arabic as an additional language.
- Teachers are now more secure in their subject knowledge and have better understanding of how students learn. Lesson planning is thorough. Differentiation is planned but is not always implemented in lessons. Questioning is improving but does not sufficiently promote the development of critical thinking skills.
- Teachers' interactions with students are mostly positive, and relationships are good. A majority of lessons are still too directed by teachers. Few classes have insufficient resources. Teachers do not always effectively use the available resources to support learning.

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

- The most developed systems for measuring attainment and progress are in the FS. The use of data to modify the learning experiences for students is not effective, but it is more successful in the FS and Secondary.
- The school goes beyond the minimum requirements for international benchmarking. Internal summative assessments are appropriately collated and internally moderated to improve their reliability.
- The quality of marking and feedback to students is inconsistent. The tracking of progress is developing and is more effective in the FS. Self-assessment and peer-assessment are areas that the school recognises as needing development.

For Development:

- Provide sufficient, well-planned resources to support learning and to promote higher-order thinking.
- Improve the quality and consistency of marking and feedback to students.
- Enhance students' independent enquiry and innovative skills in all lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑

- Curriculum planning in the FS has become more rigorous. The school now offers a choice of post-16 A level courses. The school's curriculum more closely matches the NCfE standards. Therefore, it offers greater continuity and progression, with the exception of science which is not a compulsory subject for all students.
- Cross-curricular links are evident in planning but are not consistently evident in lessons. Extra subjects, such as French and Urdu, provide additional choices. The time allocation is insufficient for Arabic as a first language in Years 1 to 3.
- The school's strong focus on improving literacy, as well as providing additional programmes and library activities, is beginning to have an impact on students' enjoyment and confidence in reading and writing.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The school makes some curriculum adaptations to meet students' differing learning needs. Using advice from the inclusion department, teachers recognise the need for personalisation for individuals and groups. However, lessons do not always match the abilities of the highest and lowest attainers.
- Teachers encourage students to contribute to their school environment and the community, but opportunities for entrepreneurship are limited. Students readily take responsibility and engage in school-organised activities. They have less experience in generating their own ideas.
- The curriculum emphasises the importance of celebrating the UAE culture and heritage. Displays illustrate Emirati life and values, although opportunities are missed in some lessons to explore these further. Activity sessions during the school day provide time for curricular choice and extension.
- Children in FS 2 receive 35 minutes of Arabic language each week.

For Development:

- Address the compliance issues with Arabic as a first language in Years 1 to 3 and ensure that all students in the secondary phase study science.
- Provide more opportunities in lessons to enable students to generate their own ideas and solutions to problems.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- Staff get regular training on the comprehensive child protection policy in place. It gives clear guidance on how to manage sensitive situations calmly and effectively, with students' best interests at heart.
- The premises are secure. Visitors are checked on arrival and departure. The building has been recently improved, and the school is working to resolve any remaining issues. Signage has been improved to ensure that evacuation procedures run smoothly.
- Transport arrangements work well, and a range of measures is in place to ensure that students arrive and leave the school safely. The clinic is well equipped, and students' health and well-being records are securely maintained.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

- A combination of initiatives has resulted in improvements in attendance rates across the school. Almost all students behave well as a result of the firm, fair and consistent application of the school behaviour policy.
- Students who have additional needs are identified. The identification of learning needs is mostly accurate. Appropriate support is provided for almost all students of determination. While students with gifts and talents are identified in many lessons, opportunities are missed to extend or deepen their learning.
- Students' well-being is effectively promoted by good systems of support, a dedicated counsellor and considerable inter-agency work. As a result, students, including the most vulnerable, feel safe at school. Career guidance is in place to enable the older students to make informed choices about their future.

For Development:

- Promote a culture of health and safety across the school and vigilantly maintain the premises.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Recent, significant changes in leadership and additional resources are producing considerable improvements in approaches to students' learning. The inclusion staff have a very clear vision for improvement. They translate this into activities and resources that help support students of determination.
- Students of determination are identified and diagnosed accurately. Teachers get support in providing more effective differentiated activities and individualised lessons. Visiting therapists and inclusion staff assist teachers as needed.
- Parents appreciate and support the recent initiatives to develop the school's provision for students of determination. Although some parents do not fully understand how to contribute to their children's education, staff are active in promoting the school's partnership with them.
- Staff are trained to provide effective differentiation. Most teachers are improving their lesson delivery, but some still lack the skills they need to meet the needs of all students. Support assistants work best in facilitating independent learning.
- Almost all students of determination make at least acceptable progress. Some follow strategies to overcome considerable barriers to learning, resulting in good or better outcomes. Partnerships with outside therapists effectively support those students who have more complex needs.

For Development:

- Develop ways to better involve students of determination in lessons and in the assessment of their own progress in order to overcome barriers to learning.
- Improve teachers' lesson planning and delivery to ensure that their strategies provide high expectations for students of determination.

6. Leadership and management

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

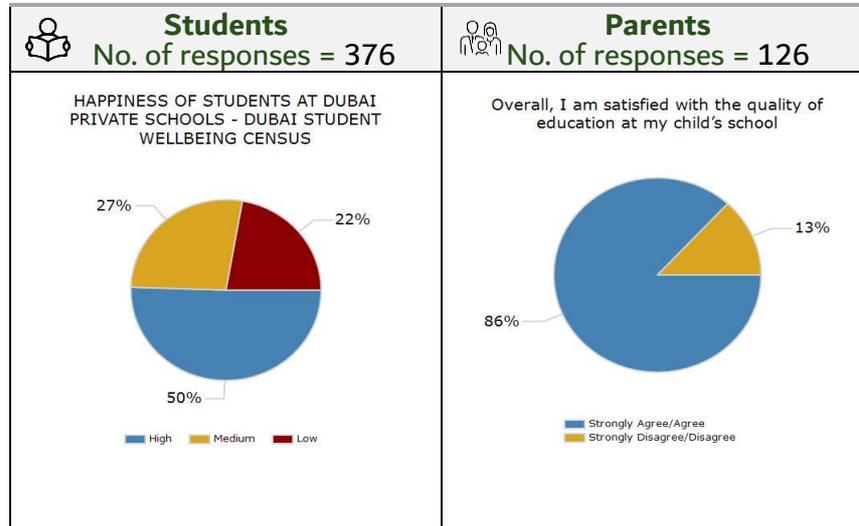
- Teachers, effectively led by the principal and vice-principal, are dedicated and committed to their work. They have a clear vision for the school and demonstrate professional confidence, competence and capacity. Middle leaders are well supported by the principal and the corporate body. Relationships and communications are constructive and supportive. Continuing professional development is key to the recent successes of the school. Governors and senior leaders have a clear understanding of what needs to be done, but the impact of their actions is still to be measured.
- The school makes an adequate use of information from assessments, observations and surveys to evaluate what it does well and to inform improvement planning. Leaders and governors know their school well. The school has improvement plans in place, but the targets they contain are not sufficiently prioritised. The recommendations from the previous inspection report have been mostly addressed, but weaknesses in Islamic education and Arabic remain.
- Parents are happy with the recent positive changes within the school, particularly their ability to communicate more easily with staff. They are invited to events to help them in supporting their children at home and in understanding the new models of assessment. The written reports to parents have improved but still do not include any next steps in learning. The school has a few links with the local and national communities, but these are insufficient to impact significantly on learning.
- The governing board includes a wide representation from the school community, including parents, students and teachers. Members of the board bring a range of expertise and knowledge to the group. They meet regularly, monitor the work of the school and hold leaders to account for the performance of the school. However, governors have not ensured that all statutory requirements are met.
- Most aspects of the routine management of the school are effective and efficient. The majority of school staff are qualified and benefit from up-to-date guidance and professional development. The school buildings are appropriate for learning, but some facilities and resources are still inadequate. Leaders have addressed many of these issues, but shortages remain, especially in the equipment for physical education and the library resources.

For Development:

- Support middle leaders, especially the leaders of Arabic and Islamic education, by providing them with training on analysing data and monitoring the quality of teaching.
- Ensure that the school development plans are prioritised and that all staff are aware of the school's priorities.
- Ensure that the school contributes more to the local, national and international communities for the benefit of the students.
- Provide high quality resources that match the curriculum requirements and support teaching and learning.

Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> The student survey is generally satisfactory, but many of the indicators are below those of other students in Dubai. In general, students are safe, happy and optimistic. They persevere with their studies and enjoy positive and supportive relationships with their teachers and peers. They raise concerns over victimization, which the school has addressed. Their participation in sports, music and arts is similar to that of other students in Dubai.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents are satisfied with the quality of education provided by the school. Most say that their children are happy and feel safe. The large majority consider that the school provides good value for money. Most believe that school leaders listen to them and act on their views. One third of parents raise concerns about bullying, but the inspection team found no clear evidence of it.

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