GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT
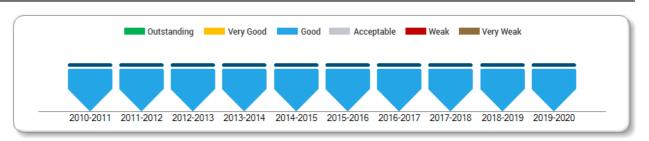
2019-2020

UK CURRICULUM

CAMBRIDGE INTERNATIONAL SCHOOL

Contents

School Information

General Information

Location	Al Garhoud
Opening year of School	1983
Website	www.gemscis-dubai.com
Telephone	971042824646
Principal	Lachlan Mackinnon
Principal - Date appointed	9/1/2017
Language of Instruction	English
Inspection Dates	11 to 14 November 2019

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	2709
Number of Emirati students	44
Number of students of determination	68
Largest nationality group of students	Indian

Teachers

Number of teachers	147
Largest nationality group of teachers	Indian
Number of teaching assistants	23
Teacher-student ratio	18
Number of guidance counsellors	1
Teacher turnover	5%

Curriculum

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	IGSE, A-level, BTEC
Accreditation	none
National Agenda Benchmark Tests	GL

School Journey for CAMBRIDGE INTERNATIONAL SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

Summary of Inspection Findings 2019-2020

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

Students Outcomes	• Children's achievement in the Foundation Stage (FS) is consistently very good. In other phases achievement is variable across subjects. Students' progress has improved in the primary phase in science and in Arabic as an additional language. Progress in Arabic as a first language, in the post-16 phase, and attainment in English in the secondary phase, have declined. Students' learning skills are improving but, in the primary and secondary phases, weaknesses remain in their ability to think critically. • In FS and the post-16 phase, students consistently manage their own behaviour effectively. In other phases, students do not always meet the school's high expectations for personal development. Students' understanding of Emirati culture and traditions is stronger in the secondary and post-16 phases, compared with that of students in the primary phase. Students display an excellent understanding of environmental sustainability and have a strong sense of social responsibility.

Provision for learners	• Teachers' subject and curriculum knowledge, and their understanding of the learning processes, are highly evident in the FS and post-16. In other phases, the effectiveness of teachers' planning and questioning is inconsistent. In the FS and post-16 phases, assessment systems give consistently clear and robust measures of attainment and progress. This is not the case in the primary and secondary phases. • The curriculum follows closely most of requirements of the English National Curriculum and UAE statutory requirements. Cross-curricular links are increasing and are meaningful, especially in the FS and post-16 phases. Adaptations to the curriculum have improved transition from FS into Year 1. Opportunities for enterprise and innovation are strongest in the secondary and post-16 phases. • The school has comprehensive systems for the safeguarding of students. Positive, courteous and mutually respectful relationships with staff effectively promote students' personal development. Effective actions have been taken to improve students' attendance and punctuality. The school has an inclusive ethos in which any barriers to learning are promptly identified. Support for students of determination is mostly effective. However, the curriculum for these students is not always modified sufficiently in all lessons.

Leadership and management	• The principal has a clear vision for improvement which is implemented through effective action plans. Leaders have accurately evaluated the impact of the quality of teaching on students' learning. Understanding of assessment practices for the English National Curriculum is not well developed. Parents strongly support their children's learning. Governors have increased staffing and learning resources. They have not addressed the negative impact on learning resulting from overcrowded classrooms.

The best features of the school:

- The vision and direction provided by the principal

- The outstanding personal development of children and students in FS and the post-16 phase

- Students' outstanding knowledge and understanding of social and environmental issues, and their contribution to the school and the wider community

- The supportive environment created through very good systems for care, safety and guidance

- The outstanding partnership with parents and the contribution which they make to students' achievements.

Key recommendations:

- Increase the effectiveness of teachers' questions and thereby challenge students to think critically, to draw conclusions and to explain their learning, particularly in the primary and secondary phases.

- Improve consistency in teachers' planning and adjusting of tasks, taking full account of curriculum standards and the learning needs of all groups of students.

- Increase the impact of middle leaders in improving the quality of teaching and learning in their area of delegated responsibility.

- Improve the accuracy of self-evaluation by reviewing the system for measuring and tracking students' attainment and progress, and by increasing the focus given to the evaluation of attainment and progress during classroom monitoring.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Good	Good	Good
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	Good ⬆	Acceptable	Not applicable
English	Attainment	Very good	Good	Good ↓	Very good
	Progress	Very good	Good	Very good	Very good
Mathematics	Attainment	Very good	Good	Very good	Good
	Progress	Very good	Good	Very good	Very good
Science	Attainment	Very good	Good	Very good	Very good
	Progress	Very good	Very good ⬆	Very good	Very good

UAE Social Studies	Attainment	Acceptable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Outstanding	Outstanding
Curriculum adaptation	Very good	Very good	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Outstanding

6. Leadership and management

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

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 (N.A.P.), 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.

School's Progression In International Assessments	**is above expectations**

- The school exceeded its targets in the Programme for International Student Assessment (PISA) in 2015. It exceeded its 2015 targets in the Trends in Mathematics and Science Study (TIMSS) in Year 9 but not in Year 5. The average score in the Progress in International Reading Literacy Study (PIRLS) has improved. National Agenda benchmark assessments in 2019 remain at the high level of 2018. The profile of results is stronger in the primary phase than in the secondary. This difference was not evident in 2018. When comparing N.A.P. outcomes against the Cognitive Abilities Test (CAT4), on average, most students exceed expectations in mathematics and science, and in English in the primary phase.

Impact of leadership	**meets expectations**

- Leaders' commitment to the UAE National Agenda is demonstrated in the school's action plans. Information from external attainments is acknowledged as a benchmark for the school's internal assessments. The curriculum is aligned with the requirements of international and N.A.P. benchmarking assessments. Assessment information is not used consistently in the primary and secondary phases to guide teachers' planning of their lessons.

Impact of learning	**meets expectations**

- Action to promote and develop students' critical thinking, problem-solving, enquiry and research skills is a priority for school leaders. The use of the scientific method to support investigative practical work in science is developing. Digital devices are sometimes used to support learning.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:
- Raise attainment in English in the secondary phase so that most students exceed their CAT4 measured potential.
- Ensure that assessment information is used consistently by teachers in the primary and secondary phases to guide them in the planning of their lessons.
- Sustain the action being taken to promote and develop students' critical thinking, problem-solving, enquiry and research skills.

Moral education

- Overall, the quality of teaching in moral education is good. Teachers plan engaging lessons and create motivating learning experiences for their students. Lessons are taught weekly from Years 1 to 13.

- Students' learning in moral education is assessed by using both on-going and end-of-topic assessments. Their achievement is reported to parents.

- The quality of the curriculum is good. All key concepts from the moral education curriculum are fully addressed. Each lesson lasts for 55 minutes, as required.

The school's implementation of the moral education is **meeting expectations.**

For Development:
- Provide greater opportunities for students to carry out independent research using electronic devices.

Reading across the curriculum

- A greater focus on reading for pleasure, and on the development of reading skills in both Arabic and English, has led to improvements in students' reading. The school is thorough in tracking reading progress, and swift to provide support where needed. Effective guided reading and focused instruction is improving the quality of students' reading.

- Assessment information on reading clearly indicates the rapid progress that individual students are making. In internal and external assessments, most students now achieve above expected levels.

- School leaders are committed to improving reading across the curriculum. Investment in resources and professional training have resulted in more subject-specific language being used in lessons across all subjects.

- Actions to bring about improvement in reading across the curriculum are clearly stated in development planning and acted upon.

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

For Development:

- Extend students' higher-order reading skills.

Innovation

- The skills of innovation, enterprise, research, critical thinking and business knowledge are strongly promoted within the innovation club. The example of students who have had international success in competitions is key to this development.

- Students in the secondary and post-16 phases initiate and develop original and successful enterprise and volunteering projects. In making use of advanced learning technologies, they are extending their skills of innovation.

- Critical thinking and problem-solving are increasingly a feature of lessons in science. The focus on discovery learning in the primary phase provides a foundation for innovation. In other subjects, the development of these skills is variable.

- Activities to enhance the curriculum, supported within the local community, are encouraging students' creativity. The election of senior students to leadership roles introduces them to the democratic process.

- Leaders, governors and student leaders, are fully committed to creating a climate in which innovative thought and practice can flourish.

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

For Development:

- Extend the reach of the innovation club so that it can inspire and support students' enterprise in all year groups.
- Enhance the development of critical thinking and problem-solving skills in all subjects and phases.

Main Inspection Report

1. Students' Achievement

Islamic education

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

- Attainment and progress of non-Arab students are better than those of Arab students across all phases. Girls make better progress than boys, especially in upper year groups of the primary and secondary phases.

- Students have an adequate knowledge of the Pillars of Islam, Hadeeth, and of Islamic values and morals. Their knowledge is deeper in the post-16 phase. Recitation skills are not as well developed. Progress in understanding Islamic law and Seerah is rapid across the three phases. However, students' abilities to make links between Islamic elements is less developed.

- Students' skills of memorisation are developing well due to their involvement in Holy Qur'an competitions. However, progress in their understanding of the verses, and applying the recitation rules independently, is slower.

For Development:
- Increase students' understanding of Seerah, Islamic law and the meaning of the verses of the Holy Qur'an, so that they can develop the ability to quote them as points of reference.

Arabic as a First Language

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

- Students in the primary phase show strongest development in the four language skills. The school's internal data suggest that the achievement of students in the post-16 phase is above curriculum standards. However, this was not evident during the inspection.

- In the primary phase, students are developing effective skills in speaking and writing. They participate actively in discussions and answer questions confidently. In the secondary and post-16 phases, independent and extended writing skills remain an area for development.

- The school uses information from assessments to inform learning and teaching. However, the assessments which are used do not fully meet curriculum expectations and do not give accurate information. Students' writing, particularly in the secondary phase, is not adequately checked for authenticity.

For Development:
- Develop students' extended writing skills in the secondary and post-16 phases.
- Ensure reliability in the assessment of students' attainment and progress.

Arabic as an Additional Language

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

- Students in the primary phase show improved progress in their language skills. There are no significant differences between the performance of boys and girls. Some over-use of English in the Arabic classes slows students' acquisition of the language.

- Students in the primary phase use appropriate vocabulary confidently, and express themselves well when discussing familiar contexts. In the secondary phase, speaking and writing skills are less developed.

- Although teachers use the new Ministry of Education (MoE) standards, progress is slower in the secondary phase. Assessments do not reflect the years of study, and therefore do not provide accurate information regarding students' attainment and progress.

For Development:
- Reduce the dependency on spoken English in lessons.
- Teach students in groups according to their attainment levels and linguistic abilities in order to accelerate progress towards meeting the expectations for their years of study.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Good	Good ⬇	Very good
Progress	Very good	Good	Very good	Very good

- A large majority of students in the FS and post-16 phases achieve above curriculum standards and make better than expected progress in all four language skills. In the primary and secondary phases, however, students' writing skills are less developed.

- Across the school, there has been a focus on improving listening, speaking and reading skills. Students have more frequent opportunities to talk, to present topics, and to debate in lessons. They use a greater range of vocabulary, and can express themselves more precisely. Most are keen to read and do so with fluency, good intonation and increasing comprehension.

- Students in the primary phase write more frequently, at greater length, and in an increasing range of styles. Consequently, the quality of their writing is gradually improving. Teachers' expectations for writing remain too low in the secondary phase.

For Development:

- Improve the quality of students' writing, especially in the secondary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Good	Very good	Good
Progress	Very good	Good	Very good	Very good

- Children's ability to count and to understand numbers develops rapidly in FS. Students' progress is slower in the primary phase because they are not sufficiently challenged in class. Their progress accelerates through the secondary and post-16 phases.

- In FS, children know the names of simple shapes. In the primary phase, students can calculate successfully using large numbers, and use fractions and coordinates. In the secondary phase, students rapidly extend their understanding of increasingly complex mathematical ideas and processes.

- External tests results are consistently high in both primary and secondary phases. However, students are not effective in solving problems, nor do they think critically about mathematics. Activities to promote these skills are not regular, challenging features of their work.

For Development:

- Increase students' ability to use mathematical knowledge to solve problems.
- Accelerate progress in the primary phase by designing learning activities which challenge and stimulate students' interest in the subject in every lesson.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Good	Very good	Very good
Progress	Very good	Very good ⬆	Very good	Very good

- Children in FS are introduced early to the skills of scientific inquiry, and so have a stronger foundation for increased progress. However, in the primary phase, they tend to follow teachers' instructions when investigating topics, and so cannot make discoveries for themselves.

- Older students apply analysis and critical thinking to concepts such as terminal velocity, balanced and unbalanced forces. By Year 10, they can explain Hooke's law. However, they do not always understand how to link their knowledge to real life.

- With an emphasis on preparation for examinations at post-16, there is a risk of isolating science within the laboratory. However, competitions and science fairs have led older students to apply ground-breaking science to real-world issues such as the diagnosis of skin cancers.

For Development:

- Improve students' abilities to make discoveries for themselves within open-ended investigations.
- Enable students to apply their scientific knowledge to real-life situations.

UAE Social Studies

	All phases
Attainment	Acceptable

- Students' knowledge of the history of the UAE is stronger than their knowledge of geography. Their attainment is higher, relative to their age, in lower primary classes, than in other year groups in the school.

- Students in upper primary and secondary phases struggle to exceed curriculum standards. They do not have the skills needed to analyse information or to draw conclusions. They can present a large number of facts, but they cannot explain what they know.

- Speakers from outside school and visits to places of interest contribute well to the development of students' knowledge. Opportunities to challenge students to think critically, and to take learning beyond the retention of basic facts, are infrequent.

For Development:

- Expand students' learning beyond the basic facts related to the history, culture and heritage of the UAE.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Very good

- Children in FS develop their sense of responsibility through collaborative play and investigation in the outdoor learning area. During science lessons in the primary phase, students engage very well with one another in learning through enquiry. This is not always evident in other subjects.

- Critical thinking increasingly features in most subjects as students progress through the school, though it is not embedded in all lessons. Discussion is most effective in smaller groups. The small size of classrooms, in relation to the number of students in them, slows progress in the development of collaboration skills.

- Students make connections between subjects and apply skills across subject boundaries. They make links to world and to UAE contexts. Online research conducted at home is commonly shared through presentations by post-16 students. This practice is not evident across other phases.

For Development:

- Offer opportunities for all students to research and present their findings in all subjects at all stages.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Very good	Very good	Outstanding

- Most students have a strong sense of personal responsibility. They show independence of mind as they initiate and participate in various activities in and outside school. They display a positive attitude towards their learning and to one another.

- Behaviour in the FS and at post-16 is very good. Children and students maintain high standards of discipline. In some primary and secondary classes, a few students are not fully engaged, and show negative attitudes which adversely affect their learning.

- Students have a strong commitment to follow safe and healthy lifestyles. They are active and know how to keep fit and well. They understand how to use the internet safely. Attendance is very good overall.

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

- Students' understanding of Emirati culture and traditions is not as strong in the primary phase as it is in the other phases. Girls' knowledge of worldwide cultures is better than that of boys in all phases.

- Students appreciate their own cultures and traditions. Senior students' understanding of Islamic values and of how these influence life in the UAE, is secure. Students in the primary phase know about Emirati traditions, but cannot make links between traditions and Islamic values.

- Through a range of interesting initiatives, older students are able to make comparisons between traditions and different cultures around the world. This is less evident in the primary phase.

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

- Students are active and involve themselves in a range of community welfare activities, such as the Pinktober Initiative for breast cancer and support for schools in Malawi. The student council plays an important role in these initiatives.

- Students confidently launch developments across the school in areas such as digital literacy, charity and innovation. The innovation club has introduced a range of projects which include the Cambridge leadership conference and community service lessons.

- Students display an excellent understanding of environmental sustainability. They care for the school and contribute successfully to improving the environment. They engage in successful projects such as the paper collection and the drive for a plastic free school. As a result, the school has been awarded the Green Flag for environmental awareness.

For Development:
- Improve all students' attitudes to work and their ability to manage their own behaviour to meet the high standards of the best.
- Enhance students' understanding of Emirati culture and its links to Islamic values in the primary phase.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good	Very good

- The understanding of how children learn in FS, and the depth of teachers' subject knowledge in the post-16 phase, underpin the stronger teaching in these phases. Elsewhere, teachers' expertise and expectations are more varied. As a result, the needs of all groups of students are not consistently met.

- In the FS and post-16, teachers use questioning effectively to challenge children and students to think about what they are learning, to make links to what they already know, and to provide explanations. In other phases, questioning merely checks the acquisition of knowledge.

- Teachers make good use of resources to engage students in most subjects and in all phases. Therefore, students have more opportunities for reflection, critical thinking and analysis, but not consistently across phases or subjects.

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

- In FS and the post-16 phase, the school's systems of assessment produce consistently clear and robust measures of progress which are linked directly to curriculum expectations. This is not the case in the primary and secondary phases.

- Information from external examinations is analysed extensively, and is used to create detailed class profiles. The interpretation of the data is not clear enough to provide the information which subject, phase and senior leaders need to support their attempts to modify the curriculum.

- Teachers' assessment of children's learning is the basis for weekly planning in FS. A few teachers in other phases routinely assess students' progress during lessons, and adapt lesson activities to ensure that learning is sustained. This practice is not consistent throughout the school.

For Development:

- Improve the effectiveness of teachers' questioning.
- Improve the consistency with which teachers routinely assess students' progress during lessons and, if necessary, adapt classroom activities to ensure that at least good progress is sustained.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Outstanding	Outstanding

- The curriculum is, in the main, aligned to the English National Curriculum and to the National Agenda. In the secondary and post-16 phases, students have a wide range of courses and options. Younger students have limited opportunities to make choices, especially in lessons.

- The curriculum is effective in promoting innovation and social responsibility. Expectations expressed in the curriculum for English are not consistently high enough, particularly for writing. This has an adverse effect on the development of language skills and results in lower results in examinations.

- Repetition of learning in the primary stage has been appropriately addressed. A thorough review of the science curriculum permits more rapid development of scientific skills in the primary phase. The curriculum for reading in FS is highly effective, and is strengthening elsewhere.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Outstanding	Outstanding

- In the secondary and post-16 phases, the curriculum is enhanced and enriched by opportunities for students to be creative and innovative in their ideas. Younger students have fewer such opportunities.

- Information from assessments and CAT4 testing, is at the base of curriculum adaptation. Intervention programmes support individual additional needs. The curriculum is not consistently adapted by all teachers to ensure that the needs of all groups of students are met.

- Recent changes to the science curriculum in the primary phase are leading to learning by discovery and extending students' horizons. This is not the case in all subjects, particularly in the primary phase.

- Children have Arabic lessons for 30 minutes per week in FS1, and for 60 minutes per week in FS2.

For Development:

- Review the curriculum for English in the secondary phase to align it more closely to the English National Curriculum.
- Ensure that the curriculum is adapted appropriately to meet the needs of all groups of students.

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

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

- The school has comprehensive systems in place for safeguarding students. The systems are clear and understood by all. Teachers and ancillary staff receive appropriate training. All necessary measures are taken to ensure that students are protected from all forms of abuse.

- The school premises are maintained to a very high standard. Refurbished science laboratories provide a very good learning environment, but they are sometimes overcrowded. Supervision is very effective both on the school premises and on school transport.

- The school effectively promotes healthy living through an integrated approach across the curriculum. The school clinic is staffed with qualified medical personnel, and offers a range of health-promoting programmes.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Outstanding

- The well-being and personal development of students is a high priority in the school. Students and staff are courteous and mutually respectful. Older students in the post-16 phase, who receive excellent guidance themselves, provide mature care for younger students.

- This inclusive school is effective in identifying and supporting students of determination. The school has identified students who are exceptional learners, and provides some opportunities to nurture their gifts and talents. This action is not consistently effective.

- The school has been successful in improving attendance and punctuality. Senior leaders have been rigorous in their expectations. Parents and students have a greater understanding of the importance of good attendance to learning and progress.

For Development:
- Reconsider class sizes for science laboratories.
- Embed and extend the recent initiatives to identify and provide effective support for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Governors and senior leaders promote a strong inclusive ethos. Students of determination are welcomed into the school. The recently extended inclusion team is committed to providing a high quality of provision to suit the individual needs of every student.

- The school has well-developed assessment methods to identify accurately specific needs in the early years and in other year groups. Interventions to support good progress are carefully planned and matched to needs. Individual education plans are clear and relevant.

- Parents are fully informed and involved at all stages of identification of needs, provision and reviews of progress. These strong partnerships are underpinned by highly effective communications between school and home. Parents particularly value the support and guidance which they receive.

- Curriculum modifications are successful in providing alternative pathways for students of determination. Learning support assistants ensure that students are engaged in meaningful learning opportunities, particularly in the one-to-one sessions. However, in lessons, the effectiveness of modifications and support to meet students' needs is inconsistent.

- Assessments indicate that students of determination make good progress over time in individual academic and personal targets, although there is variation between subjects. Careful tracking records are kept to evaluate the effectiveness of additional support, and to review each student's individual education plan.

For Development:

- Ensure that all teachers take full responsibility for the learning and progress of students of determination in their lessons.
- Use individual education plans, and other assessments, effectively to plan adaptations to lessons which address key targets in students' learning.

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6. Leadership and management

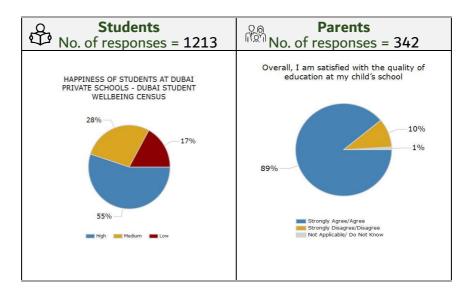|	
The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good

- The principal's clear vision for improvement is shared by all staff. Systems of delegated leadership are firmly in place. Most senior leaders have a secure understanding of what constitutes effective learning and teaching, and use this knowledge well to seek improvements. However, middle leaders are less secure in their understanding. Leaders' knowledge of the expectations of the English National Curriculum has improved, but their appreciation of assessment practices is not firm.

- The school has effective and regular systems of monitoring. These give, overall, an accurate evaluation of the quality of teaching. Internal and external assessment data contribute to the identification of key priorities. However, classroom monitoring, and the analysis of internal assessment data, do not provide a totally accurate evaluation of students' attainment and progress. Assessments are not fully aligned with the practices required by the English National Curriculum.

- Parents support the school very well. They encourage their children to undertake projects at home which will extend their research and presentation skills. Reports on students' progress and achievement are detailed. The school communicates extremely well with parents, using an effective communication system and a face-to-face approach. The school has very strong links with the wider community, which enhance learning.

- All stakeholders are fully represented on the board. Their views contribute to plans for improvement. Systems to ensure that board members gain first-hand evidence of the school's strengths and weaknesses have been improved. The knowledge gained from this evidence is not used fully to challenge leaders or to hold them to account. The board has not sufficiently supported the school in ensuring that the size of classes is appropriate to ensure high-quality learning.

- Most aspects of the routine management of the school are effective and efficient. Digital displays provide information about day-to-day events. The school premises and facilities are well maintained and have been upgraded where possible. Specialist facilities include learning technology suites and recently refurbished science laboratories. Most teachers are appropriately qualified. They receive regular professional training aligned to the school's priorities, but this is not fully the case in Islamic education and Arabic.

For Development:
- Ensure that middle leaders are consistently able to make improvements.
- Improve systems for assessing, recording and analysing internal data in order to offer more accurate self-evaluation.
- Increase the level of support and challenge provided by the board of governors to promote high-quality learning.
- Ensure that all teachers of Islamic education and Arabic as a first language are fully qualified and receive appropriate training.

Views of parents and students

Before the inspection, the views of the parents 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 = 1213	**Parents** No. of responses = 342
HAPPINESS OF STUDENTS AT DUBAI PRIVATE SCHOOLS - DUBAI STUDENT WELLBEING CENSUS 28% / 17% / 55% High / Medium / Low	Overall, I am satisfied with the quality of education at my child's school 89% / 10% / 1% Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know

Students	• Students who responded to the survey are more positive than the Dubai average, in terms of their levels of happiness, emotional well-being, engagement with teachers, and friendship with fellow students. They have positive feelings about the school, and are optimistic about their futures.
Parents	• Almost all parents who responded to the survey comment positively about the effectiveness of the school principal and the leadership team. They are satisfied with the quality of education provided, and with safety in the school. They feel that their children are happy at school. However, a few parents express concern about the impact of overcrowded classrooms on their children's learning. Inspection findings support these views.

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