

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

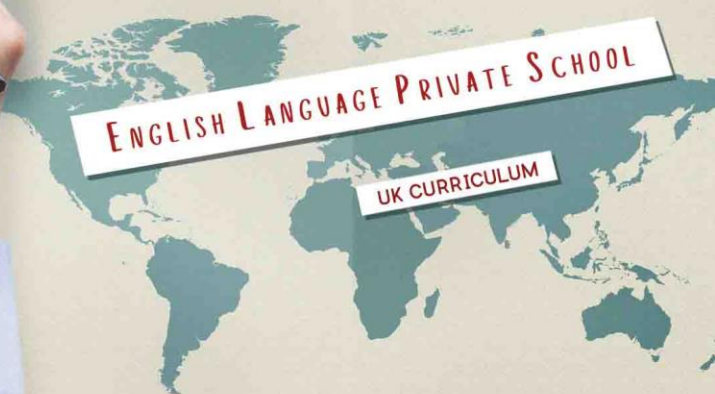


INSPECTION REPORT

2017-2018

English Language
Private School

Celebrating
10 years of
inspections



Contents

School information.....	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements.....	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	24

School information

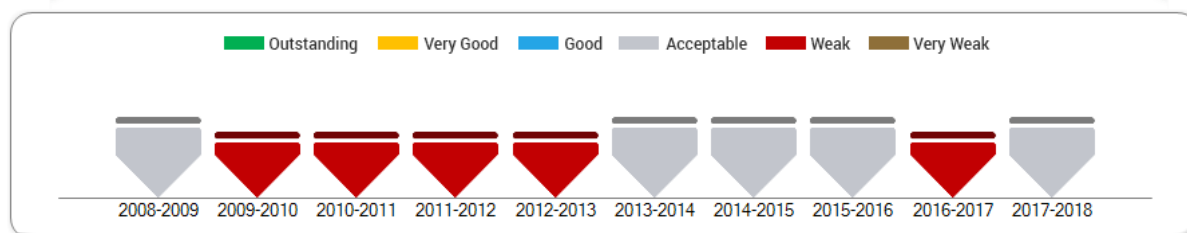
General information	
Location	Umm Hurair
Type of school	Private
Opening year of school	1978
Website	www.dubai-els.com
Telephone	043377503
Address	Oud Mehta Road, Dubai P.O.Box 6680
Principal	Amira William
Principal - Date appointed	11/1/2016
Language of instruction	English
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	102
Largest nationality group of teachers	Pakistani
Number of teaching assistants	12
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	16%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	FS2-Year 13
Number of students on roll	1550
Number of children in pre-kindergarten	NA
Number of Emirati students	7
Number of students with SEND	56
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	UK
Accreditation	NA
National Agenda benchmark tests	GL

School Journey for English Language Private School



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

English Language Private School was inspected by DSIB from 13 to 16 November 2017. 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

The principal leads with clear vision and purpose. Senior and middle leaders have taken forward development priorities effectively. The result of this is seen in improvements to health and safety, quality of staff, and students' behaviour. An improved environment benefits the learning experiences for all students. Regular, useful and open communications about their children's progress are appreciated by parents.

Students' achievement

Progress in Islamic education is good across all phases. In the secondary phase English achievement is good. Progress in science is better at Post-16 than elsewhere, due to more effective teaching. Achievement in Arabic as a first language is weak at Post-16. Most students are attentive in class working hard to complete their tasks. They respond best when teaching meets their needs and interests.

Students' personal and social development, and their innovation skills

Senior students carry out their responsibilities very well as members of an active student council. Students show care and support for each other, both in class and at break times. Across the school, students are proud of their Islamic culture. A few senior students develop their innovation skills in business studies projects and scientific or mathematical research and inventions.

Teaching and assessment

Teachers have good subject knowledge and plan lessons carefully. A few encourage students to think more deeply and work together independently. Others are less skilled at using a broad range of teaching strategies. Most assess students' work regularly but do not always provide feedback on how they could improve. Teachers are still developing their use of external assessment data to inform teaching.

Curriculum

The curriculum offers a range of subjects, with additional choice for students when they reach senior classes. Extra-curricular activities include community visits, public speaking events, robotics classes and competitions. Children in the Foundation Stage (FS) have fewer opportunities to extend their experiences out of class. Across the school, curriculum activities are not always well matched to students' needs and abilities.

The protection, care, guidance and support of students

The school has made significant improvements to health and safety. New protocols ensure students' safety on buses, movement in and around the school and on exit. Students who might have special educational needs and disabilities (SEND), or who are gifted and talented are not accurately identified. Pastoral support is readily given to all students. Senior students access appropriate career guidance.

What the school does best

- The capacity of the principal, governors and senior leadership team and their effectiveness in leading improvements and developing a positive ethos of openness and accountability.
- Good progress in Islamic education across primary, secondary and post-16 phases, and secondary students' good attainment and progress in English, and their progress in science.
- Students' respectful relationships with staff and each other, and their understanding and respect for Islamic values.







Key recommendations

- Improve the consistency of teaching and learning across all phases and subjects by:
 - using a wider range of teaching approaches to encourage students' creativity and critical thinking skills
 - making better use of independent and collaborative working for students.
- Raise students' achievement in Arabic as a first language in the post-16 phase.
- Enhance provision for all students, including those with SEND and who are gifted and talented by:
 - using assessment information accurately to identify individual needs
 - differentiating lessons effectively to match the level of groups and individual students.
- Improve students' attendance and punctuality to lessons.

Overall School Performance

Acceptable ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English 	Attainment	Acceptable	Acceptable	Good	Not applicable
	Progress	Acceptable	Acceptable	Good	Not applicable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑

	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	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

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	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

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 ↑

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:

- The school meets the registration requirements for the National Agenda Parameter.
- Students' attainment based on the National Agenda Parameter (N.A.P.) benchmarks is below expectations in English and meets expectations in mathematics and science.
- The leadership team demonstrates commitment to the National Agenda and has secure knowledge of the N.A.P. data analyses. Teachers and administrators are not sufficiently trained in the effective use of N.A.P. data.
- The school conducts data analyses of CAT4, internal assessment and N.A.P. benchmark tests in some depth.
- The use of N.A.P. data analyses to modify the curriculum and align to new TIMSS and PISA requirements, is in an early stage of development.
- Teaching strategies are not aligned well enough to the CAT4, N.A.P. internal assessment information. Development of critical thinking skills is an emerging feature of students' activities.
- Data analyses are not used effectively to adapt and enhance resources and develop students' research skills.

Overall, the school's provision for achieving National Agenda targets is below 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

- The board of governors has appointed one member of staff to promote inclusion and this member ensures that Emirati students are catered for across all aspects of school life. The senior management has started collecting data on the progress of each student. The school continues to inform parents but there is limited response from them.
- Emirati students engage well in their school work, and they respond appropriately to guidance from their teachers. They are generally independent and resourceful. The school has put a limited number of interventions in place to support Emirati students and these interventions are tracked by the school. Overall, the academic development of Emirati students is supported appropriately across the school.
- The school uses a range of assessment procedures to identify the strengths and areas for development of Emirati students. In a minority of classes, teachers strive to adapt teaching styles to suit different learning requirements but these are not consistent. The READ initiative has taken into account the reading ability of Emirati students and the initiative ensures additional assistance is provided for these students.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- Moral education is taught across the appropriate grades, but not for 60 minutes each week. Parents are starting to be engaged in the programme but there are few links with the community.
- Specialist teachers deliver moral education using UAE textbooks, supplemented by ICT and other resources. Lessons are engaging but they are not fully personalised or challenging enough for some students.
- Students eagerly engage in discussions, sharing their views on concepts such as respect. They make connections to their personal lives but less so to local and global issues.
- Some basic assessment of class work occurs. A broader range of assessment strategies and methods to report to parents is still developing.

The school's implementation of the UAE Moral Education Programme is developing

Social Studies

- Social studies is taught to the required year groups for 40 minutes each week. Additional time is made up through assemblies, projects and cross-curricular links.
- Specialist teachers' secure subject knowledge enables students to engage in debate and discussion. There are often missed opportunities to develop higher order thinking skills.
- Students are willing participants in lessons, eager to contribute and to work productively in groups. Opportunities for independent research and, in lessons, for students to develop skills in problem-solving are limited.
- Various approaches are adopted to measure students' attainment and progress. Entry and exit cards, formal tests, and self- and peer-assessments form the basis of the grades reported to parents.

The school's implementation of the UAE social studies programme is developing


Innovation in Education

- Students engage well when allowed to be active participants. They collaborate effectively in robotics classes. In most classes, they have too few opportunities to be independent learners.
- Peer learning, honesty shops in Year 3 and public speaking in the post-16 phase are all used effectively to motivate and challenge students in their personal and academic development.
- Teaching to develop problem solving and critical thinking is variable. Teachers do not plan often enough for students to find things out for themselves through investigation.
- A few subjects, such as robotics, enhance innovation in the curriculum but there is not a consistent curricular approach.
- Leaders plan to prioritise opportunities for all students to develop as enterprising, independent learners. The full impact of such plans is yet to be seen.

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

Main inspection report


1. Students' achievements

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

- For the majority of students, their progress is above expectation. Although internal data suggests attainment levels are also good, this is not reflected in lessons and so attainment overall, is acceptable across all phases.
- Students in the primary phase know about Islamic etiquette and worship. In secondary, they acquire an appropriately broad level of knowledge and skills. Students in Year 12 demonstrate improving research skills. They can infer the reasoning behind prescribed Islamic laws and acts of worship.
- Recitation skills are practised but students are not yet proficient in these. Their knowledge regarding seerah is not strong in any phase.

For development


- Increase attainment by improving knowledge of seerah, and recitation skills of the Holy Qur'an and Hadeeth. Provide more opportunities for critical thinking, group work, and research.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak

- Students' achievement is similar to last year across the primary and secondary phases and is acceptable. However, the achievement in post-16 is weak due to the limited language skills of most students compared to that expected for their age group.
- Secondary school students show better skills in reading with understanding, compared to their other language skills. Writing skills are emerging slowly. Students demonstrate a low ability in writing clear, structured sentences with coherent ideas and conclusions.
- Students in the primary and secondary phases are not confident when engaged in extended conversations, verbally and in writing. They prefer to use colloquial language and short answers when responding to questions.

For development


- Provide more frequent opportunities to improve speaking skills by focusing on extended conversation and writing activities in meaningful settings, particularly in relation to the MoE expectations.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students' attainment has improved in secondary. This improvement is due to a range of opportunities for students to develop their speaking skills. Students are able to form sentences independently, describing pictures or video clips.
- Students in the primary phase show some improvement in their speaking skills but these are not yet good. They are able to respond appropriately to familiar questions and use visual or other cues to engage in simple conversation.
- There are very few genuine, independent writing opportunities provided for student and as a result, their progress in writing is not good enough. Students are not able to transfer their better skills in speaking to improve their reading and writing skills.
- Foundation stage children have the opportunity to learn Arabic.

For development


- Provide more opportunities for students to practise speaking and writing in contexts which are meaningful to them.

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

- Students' attainment against curriculum standards is better in the secondary than in the primary phase. Against international standards, attainment across all phases is weaker, because English is an additional language for almost all students.
- In the primary phase, students are steadily developing their language skills. In the secondary phase, students use speaking, listening and writing skills proficiently to communicate their learning. The improvement of reading skills from low starting points in the primary phase is a key area of focus for the school.
- In the upper primary and secondary phases, students can analyse texts in depth. Secondary students are more confident to use their speaking skills in presentations.
- Students' attainment against curriculum standards is better in the secondary than in the primary phase. Against international standards, attainment across all phases is weaker, because English is an additional language for almost all students.

For development


- Require students, across all phases, to practise and use their speaking, reading and writing skills to plan, research and deliver presentations to their peers. Provide opportunities for students to give each other constructive oral feedback.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- The achievement of students is in line with curriculum standards across all phases, although there remains too much variability from class to class. It is strongest where teachers plan lessons to provide appropriate levels of challenge for all groups.
- Most students are adept at mathematical manipulations, and can repeat concepts and definitions. They are less confident in applying their knowledge to solving problems.
- Lack of consistency in good teaching has a negative effect on the students' learning. There are too few opportunities for students to learn through investigation and practical mathematics.

For development

- Ensure consistency in the quality of programme delivery across all years. Improve students' skills of mathematical communication and enhance the use of data analysis. Implement a wider variety of activities to promote skills of critical thinking.

		Foundation Stage	Primary	Secondary	Post-16
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑

- Progress in science is better in post-16 than across other phases of the school and this is due to higher standards in teaching. In the primary phase, students' understanding and investigative skills are held back by a lack of practical activities as starting points for learning.
- Post-16 students use equipment effectively to carry out practical work. In physics, they link their understanding to other aspects of the curriculum such as technology. Primary students are less skilled in making hypotheses and carrying out investigations independently.
- The introduction of projects to encourage invention is impacting positively in the secondary phase and at Post-16. Students are developing their skills of enquiry in innovative ways. In the Foundation Stage and primary phase, students' skills are less well developed, partly due to lack of such initiatives. Too much teacher-talk limits students' practical activity time in these areas.

For development

- Make better use of assessment information to plan more independent learning. Include practical activities as the basis for starting an enquiry, making use of scientific equipment, and developing critical thinking.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Acceptable	Acceptable	Acceptable	Acceptable

- Across the phases, students show positive attitudes, usually interacting well with each other, in groups. Older students are more collaborative and often make more relevant connections in their learning but this is not consistently seen across any phase.
- In the best lessons, where learning is student-led, students are more engaged in working together and in discussion with each other. They become more passive as learners, when they are expected to listen for longer periods of time without sufficient opportunities to share what they know and can do.
- Students' learning skills are better when subject planning is adapted to meet the specific learning needs of their class, and not the general learning needs of students at the same year level.

For development

- Provide more opportunities for all students, across all phases, to learn more independently. These should include a wider use of learning technologies to develop their critical thinking, research and problem-solving skills.

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

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

- Students across all phases demonstrate positive attitudes in lessons, at break time, and in assemblies. In the secondary phase, students show a high level of self-discipline. Students feel safe and well-supported. In discussions, students respond well to critical feedback.
- Students follow school rules. Behaviour and student attitudes have improved in the primary phase. This positive feature of the schools is reflected in friendly and respectful student and staff relationships. Students, in general, follow a healthy life style. However, a few make unwise choices about food.
- Attendance is weak overall and too many students arrive late to school in the morning..

For development

- Improve attendance and punctuality through rigorous monitoring, targeted interventions and gaining parental cooperation.

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

- Students across all phases show an appreciation of Islamic values. This is seen in school displays and in students' commitment and attitudes towards the prayer period. In secondary, students discuss a variety of issues on the role of the values of Islam in the UAE, such as the importance of tolerance.
- Students across all phases have a basic knowledge of the culture and heritage in the UAE. They are proud about their own culture and enjoy learning about other cultures.
- The morning assemblies provide a very effective way for students to find out about, and share different cultural aspects such as art and sport in the world.

For development

- Introduce more activities about the UAE culture and heritage to enhance students' knowledge in this area.

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

- Students, particularly those in post 16, are aware of their roles in the local and wider communities. The student council makes important contributions to the school. They participate in several projects such as charity corners, bake sales, and act as volunteer readers for new students.
- Most students have a good work ethic. They value their school and use the facilities and resources creatively. Senior students who study commerce keep the inventory of the honesty shops in primary classes, which let them use their business skills in context.
- Students from all phases show a good understanding of the environment and the importance of sustainability. Several projects help them understand how to preserve resources, such as those on water and electricity, and the recycling project across the school.

For development

- Provide students in the primary and secondary with more opportunities to lead in projects related to community and environmental sustainability.

3. Teaching and assessment

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

- The majority of teachers have secure knowledge in most subjects, but this is inconsistent across year groups. Most lessons are planned and resourced well and timed to include different activities. However, teachers often spend too much time talking which limits the opportunity for student-led learning, independently or collaboratively.
- Teachers' discussion with students, engages and enthuses them and encourages a willingness to learn. Questioning forms a part of most lessons, but often lacks impact because teachers provide answers too quickly, instead of allowing students to work things out for themselves.
- Teaching strategies and plans meet most students' needs. The use of critical thinking and problem solving is a weakness in many lessons.

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

- Internal assessment processes are linked to defined expected curriculum standards across all phases, and are notably coherent in the primary and secondary phases. Processes enable the effective tracking of individual students' knowledge and progress in all phases.
- The school conducts external assessments linked to curriculum expectations, and participates in a range of tests to benchmark students' performance to international standards. The analysis of the assessment data to modify the curriculum and improve both teaching and learning is an emerging feature across the phases.
- Teachers' knowledge of students' strength and weaknesses informed by data analysis is in the early stage of development. The quality of written feedback does not provide the students with clear guidance for further development.

For development

- Make better use of resources to engage students. Allow students more thinking time to work things out for themselves, and develop skills of independent research and problem solving. Improve data analysis to adapt and target interventions for all students more accurately. Broaden the practices of comparing students' internal performance with international benchmarks of those following the same curriculum.

4. Curriculum

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

- Whilst the school has been pro-active in addressing some of the curriculum recommendations from the previous report, the curriculum is not yet good enough. Nevertheless, subjects have been added across both the primary and secondary phases in an effort to create a more broad and balanced curriculum.
- Curricular continuity and progression are reviewed regularly, ensuring that there are no gaps in coverage. The quality of cross-curricular links is variable across the school. In primary, Foundation Stage and in science in the upper phases, links are more consistently applied in a meaningful way.
- The newly-introduced reading programme, with extra lessons in both primary and secondary phases, has not had time to improve students' reading abilities or increase their engagement and enjoyment of reading.





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

- Appropriate modifications are made to the curriculum to meet the needs of the majority of students. Differentiation in lessons is not always refined specifically enough to meet the needs of those who are gifted and talented or students with SEND.
- Opportunities for developing creative thinking, enterprise and innovation are available, mostly in the upper school, through science provision alongside additional subjects, such as robotics, French and drama. Extra-curricular activities also offer more creative experiences such as sport, peer learning with students with SEND and, in the Foundation Stage, through role play.
- The development of students' awareness, knowledge and appreciation of Emirati culture and UAE society is embedded within the curriculum and further enhanced through assemblies, the celebration of public holidays, visits to heritage sites and, in Foundation Stage, through the theme 'All About UAE.'
- There are three periods of Arabic and one of Islamic education every week.

For development

- Ensure curriculum modifications adequately meet the needs of all students. Provide for additional opportunities for enterprise and innovation to be developed across all year levels.
- Comply with MoE requirements for the provision of Arabic and Islamic education.

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 

- The school has appropriate procedures for safeguarding, child protection and the safe transport of students. Students feel safe while at school. The school is secure, and science chemicals are safely stored and under supervision.
- All health and safety incidences are recorded carefully and monitored. Healthy lifestyles are promoted with the support of the school doctor and nurses, and helped by class and school projects. Students take part in regular physical exercise across classes. Students know what foods are healthy and most bring healthy snacks to school.
- Improvements to the building and facilities, and regular maintenance surveys ensure defects and repairs are dealt with promptly. The school is clean, but it is old and in need of ongoing improvements.

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

- Staff have positive relationships with students in their care, and behaviour is well managed. Procedures to promote good attendance and punctuality are being applied diligently but with limited success, particularly in the upper section of the school.
- Procedures for the identification of students with SEND and students who are gifted and talented are improving. However, school procedures do not always ensure that all students are identified according to their specific needs, gifts and talents.
- Support for students with SEND is developing, particularly in the earlier phases of the school. The most able and those who are gifted and talented are not sufficiently challenged.

For development

- Develop more inclusive and effective in-class support for students with SEND and those with gifts and talents. Further develop the processes that promote attendance and punctuality and, specifically, involve parents and highlight to them the importance of their support in their children's punctuality and impact on learning.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable 

- Governors and senior leaders demonstrate a commitment to an inclusive ethos. They have appointed an inclusion champion, a member of the board to be part of the inclusion team which also consists of senior leaders as well as the special educational needs coordinator (SENCO).
- Through a range of assessment procedures, the school has established baselines for all students. The school is aware of the number of students requiring interventions but the categories of identification are underdeveloped at the time of the inspection.
- Overall, parents are satisfied with the support that they receive from the school. However, exchanges between home and school are not sufficiently developed to keep parents fully informed, or to seek their advice and input to their children's plans and the support that the school can provide.
- Appropriate curriculum modification is made for students with SEND in most subjects. In a minority of classes, support from teachers is less well-developed and often does not adequately take into consideration the specific needs of students. Overall, however, the support being provided has a positive impact.
- Tracking and rigorous monitoring of student progress is inconsistent and is not sufficiently regular. Recording of progress is also not sufficiently developed. However, the school is generally able to make accurate conclusions about the progress of its students.

For development

- Improve the identification of the categories of need of students, and apply suitable interventions to meet those specific needs. Track and record progress more regularly and rigorously.

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 ↑

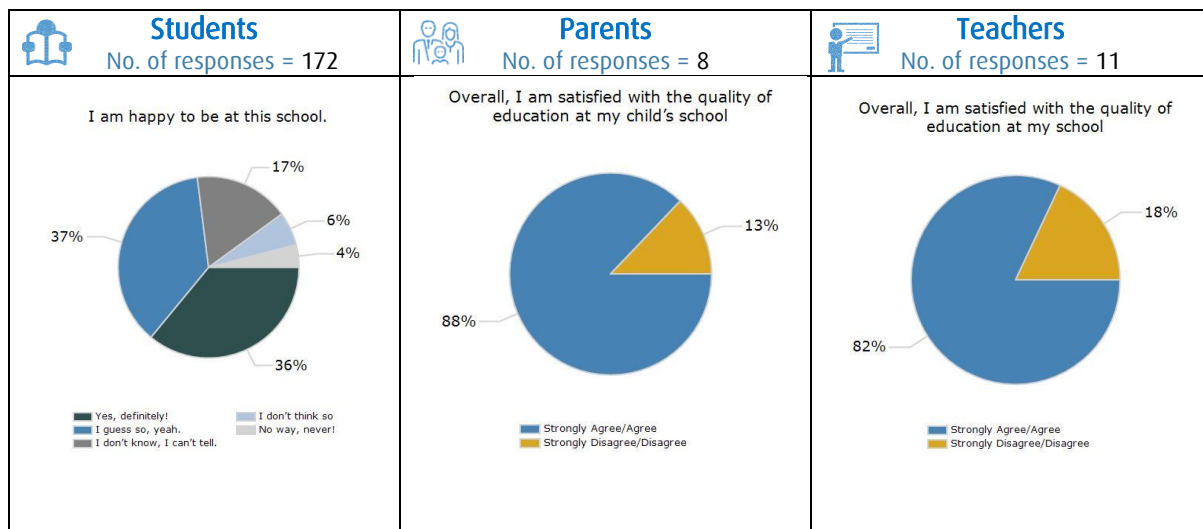
- The newly appointed principal and senior management team have a clear improvement strategy. They share this vision with staff and provide them with effective educational leadership. Heads of department and subject leaders are now empowered to implement appropriate, informed curricular changes and these include aspects of innovative practice. However, the impact of this is not seen consistently in all classes. The importance of being personally held to account for standards, is understood by all staff.
- The board of trustees and school leaders make comprehensive evaluations of provision. Improvements are noted in their effective use of assessment data to prioritise students' needs. More effective improvement planning has led to successful action on recommendations. In particular, this can be seen through clear improvements made in recruiting teachers and in the safety of students and their school environment.
- The school welcomes parents to assemblies and to sports events. A range of communication and regular meetings with teachers ensures they know about their children's progress. However, the school has not been successful in improving attendance and punctuality. Helpful links are established with other local schools. Community visits and charity-giving are regular features of school provision.
- The board of trustees represents the range of stakeholders and includes new governors with educational expertise. Responsibility for aspects of provision are distributed effectively across governors. They work with staff to monitor and improve quality. The board members are aware of their responsibilities and hold leaders to account, but also support difficult decision making. Detailed understanding of the range of provision is developing.
- Effective management of daily routines ensures safe and smooth entry and exit to school and movement around the premises. Recruitment of experienced senior leaders, replacement of teachers, and staff development are having a positive effect on the quality of teaching, learning and curriculum. However, these are not yet consistent features across all subjects and all phases. Improvements to the premises, especially the grassed areas, are benefiting educational experiences, and health and safety, across the school.




For development

- Improve leaders' self-evaluation of provision to improve standards of teaching to more effectively meet the needs of individual students.
- Engage parents more effectively in their children's learning and in improving overall attendance and punctuality.

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	<ul style="list-style-type: none"> Most students who responded to the survey feel welcomed and safe in school. They think they can take part in a range of interesting activities. Almost all consider they are developing their understanding well of Islamic values in Dubai. They feel adults in school want them to do their best. A few would like more choice of extra-curricular activities.
 Parents	<ul style="list-style-type: none"> Very small response from parents resulting in unrepresentative number for comment in the questionnaire. Those parents interviewed during the visit welcome the changes made by the new leadership team and highlighted the open ethos of communication.
 Teachers	<ul style="list-style-type: none"> Teachers are supportive of developments in the school and appreciate the positive impact on students' behaviour and their responsibility. Teachers feel involved in decision making.

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