

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

Inspection Report 2018-2019

CAPITAL SCHOOL.

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



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School Information

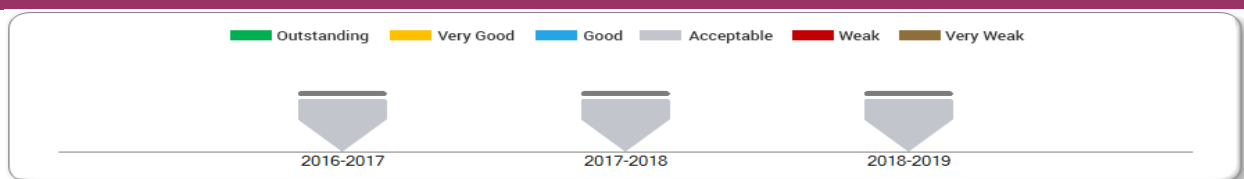
General Information	Location	Al Qusais
	Opening year of School	2014
	Website	www.capitalschooluae.com
	Telephone	0097142988776
	Principal	Joseph Patrick Moyster
	Principal - Date appointed	9/1/2018
	Language of Instruction	English
	Inspection Dates:	18 to 20 March 2019

Students	Gender of students	Boys and girls
	Age range	4-14
	Grades or year groups	FS1-Year 8
	Number of students on roll	793
	Number of Emirati students	44
	Number of students of determination	107
	Largest nationality group of students	Arab

Teachers	Number of teachers	46
	Largest nationality group of teachers	UK
	Number of teaching assistants	26
	Teacher-student ratio	1:17
	Number of guidance counsellors	1
	Teacher turnover	33%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	None
	Accreditation	None
	National Agenda Benchmark Tests	CAT4, GL, IBT Arabic

School Journey for CAPITAL SCHOOL.



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Across all phases most students in most key subjects exhibit levels of knowledge, skills and understanding in line with curriculum standards. Progress in English across the school is good. Children's progress in Foundation Stage (FS) mathematics and science is also good, as is progress in primary phase Islamic education and mathematics, supported by good learning skills development. However, in the secondary phase, progress in mathematics and science have declined. There is weak attainment in Arabic as an additional language and science, as well as a decline in learning skills development.
- FS children's personal development including their attitudes, behaviours and relationships are very strong. Across the school students' respect for the culture and heritage of the UAE and their appreciation of the role and values of Islam are consistently strong. Students are knowledgeable about key worldwide environmental issues and readily share their solutions for sustainability of global natural resources.

Provision for learners

- The most effective teaching is in FS, where teachers build on what children know and can do, by planning a range of tasks that enable all children to work on their next learning goals. Teachers have a very good rapport with their students and provide stimulating learning environments. Internal assessments are strongest in the FS, where they are comprehensive and provide an effective overview of children's attainment.
- The school's 'Learning Theory' underpins the delivery of the curriculum, which is enhanced through the introduction of a range of curricular programmes of study. Well-planned cross-curricular links are evident, particularly in Islamic education and Arabic. Students engage in a stimulating range of extra-curricular activities including sports and enterprise activities which increasingly develop students' creativity.
- The school has effective procedures for the safeguarding of students, including child protection. There is diligent supervision of students during breaks and at times of arrival and dismissal to ensure their safety. Teachers create a calm positive learning environment to which students respond with respect and courtesy. The Pastoral Care Team provides opportunities for all students to share and discuss concerns.

Leadership and management

- The recently appointed leadership team has effectively transformed aspects of the culture of the school, establishing high levels of collegiality and a positive morale. The FS is well led; children's achievements have been sustained to a high level. The new team of governors has committed to further investment in the school.

What the school does best:

- The well led and managed FS, ensuring sustained high levels of children's achievement
- The recently appointed leadership team, which has transformed aspects of the culture of the school and established high levels of collegiality and positive morale
- The improved student progress in Islamic education in the primary phase
- The effective arrangements for students' health, safety and well-being within a nurturing environment
- The good curriculum design and its effective adaptation to meet student needs, including those of determination







Key Recommendations:

- Ensure that governance:
 - has the capacity to hold school leadership to account for school performance
 - sustains investment to improve both provision and student learning outcomes.
- School leaders should:
 - have an accurate overview of the impact on student learning of both assessment processes and school initiatives, and use this information to hold teachers to account
 - use assessment information to identify gaps in students' achievements so that modifications to improve teaching and learning can be made
 - ensure that school action plans are prioritised with measurable outcomes.
- Establish a leadership role for the coordination and promotion of assessment procedures to ensure a better evaluation and understanding of students' progress.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good	Good	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Weak ↓
	Progress	Good	Acceptable ↓	Acceptable ↓
Learning skills		Good	Good	Acceptable ↓

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the 2018-2019 academic year.

The school's progression in international assessments **is below expectations.**

- As a recently formed school there are no international assessment results for PISA, TIMSS or PIRLS. Progression in National Agenda benchmark assessments cannot be calculated as the 2018 primary phase GL data is unreliable.

The impact of leadership **is approaching expectations.**

- The leadership team is committed to the vision and goals of the National Agenda (N.A.). Leaders are increasingly meticulous in both their collection and analysis of data. The subsequent information is beginning to be used to guide curricular modification to support TIMSS testing and to address identified weaknesses.

The impact on learning **meets expectations.**

- The school actively promotes the skills of enquiry and higher order thinking. The introduction of an after-school STEM club has supported the development of critical thinking and problem-solving skills. The effective and creative use of learning technologies to enhance students' research and individual projects is just emerging.

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

For development:

- Optimise opportunities for open-ended, active, enquiry-based learning, where students are involved as collaborators in and drivers of their learning.

Reading Across the Curriculum

- The schools standardised reading and phonics test data is not secure.
- Across the school, students uses a variety of reading strategies including simple decoding, analysis of texts and the interpretation of age-appropriate literature.
- Every class has a timetabled library session.
- School leaders stress the importance of the development of reading across the curriculum.
- Appropriate professional development programmes are planned to ensure that all teachers systematically teach reading strategies and evaluate students' reading progress.

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

For development:

- Ensure that school leaders prioritise and implement a comprehensive strategic school wide reading plan.

UAE Social Studies

- The school's UAE social studies curriculum caters for the needs of different learners. It follows the MoE textbooks and supplementary resources, but is not yet integrated into other curriculum subjects.
- Student subject knowledge is variable. Only a few confidently make connections between current affairs and their own lives. Students collaborate well with problem solving a developing feature of the programme.
- Most students attain levels that are in line with the UAE social studies curriculum standards.
- Internal assessment information indicates that in lessons and recent work most students have a good understanding of social studies concepts.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- Primary students' independent project and investigation work is stronger than that of secondary students. The use of new technologies to support such work by all students is restricted by the lack of access to school wide Wi-Fi.
- Students take leadership roles in the school council, in the 'Eco-Warriors' group, and through membership of the after-school STEM club.
- Classroom lessons are not adapted to systematically develop innovation skills. Teachers' planning for the development of critical thinking and problem solving is not consistent.
- Students are being encouraged to develop their innovation skills through increased formal and informal school activities. Students are starting to benefit through their participation in these events.
- Leaders show a commitment to the promotion of a culture of innovation through the provision of professional development opportunities such as 'Growth Mind-set' and action research projects.

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

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Most students in the primary and secondary phases demonstrate levels of knowledge of Islamic principles that are in line with curriculum standards. Their progress is in line with expected levels in the secondary phase, but above expectation in the primary phase, where students' ability to apply real life skills related to Islamic manners is a strength.
- Teachers' high expectations, setting challenging targets and keeping a Holy Qur'an tracker, ensure that primary students make significant progress in their ability to memorise the Holy Qur'an. However, the memorisation of Hadeeth and recitation are less secure.
- Students in the primary phase are developing their understanding of Islamic manners. In the secondary phase students can explain the rationale behind Islamic worship. Students in both phases discuss Islamic concepts, applying critical thinking and problem-solving skills. Students' research skills are developing at a slower rate.

For development:

- Improve the application of Holy Qur'an recitation rules, memorisation of Hadeeth and research into the Holy Qur'an and Hadeeth.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Attainment and progress in both phases are in line with curriculum expectations. There is a large discrepancy between external test data, which shows weak attainment, and the school's internal data, which indicates strong attainment.
- Students have well developed listening and pronunciation skills when they read out loud. Their writing skills in both phases are underdeveloped because there is no consistent approach to developing this skill. Students' speaking skills in secondary phase are underdeveloped due to a narrow range of vocabulary and a lack of self-confidence.
- Reading in Arabic is promoted using an online reading programme. The impact of this is not measured and follow-up during lessons is inconsistent. The school uses IBT tests to gain an independent perspective of students' attainment. Analysis of the test data is basic and does not inform teaching.

For development:

- Improve students' progress in writing by adopting a consistent approach to different genres.
- Provide additional structured speaking and presentation opportunities especially for secondary students.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Student attainment in the primary phase is stronger than it is in the secondary phase. Students across the school make adequate progress in their lessons and over time.
- In the primary phase students have adequate reading skills and comprehend the main ideas in familiar short readings. They can respond to questions to recall information from the texts. However, their ability to seek and provide information is underdeveloped. In the secondary phase, students' reading, speaking and writing skills are also underdeveloped.
- Students' ability to write freely and independently is limited. Teachers' do not effectively support students in acquiring a broad range of vocabulary.

For development:

- Improve secondary students' speaking, reading and writing skills by ensuring higher teacher expectations.

English

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

- FS children often start school with limited English and quickly develop their language skills. Students in the other phases are skilled in reading for information, but their ability to produce high-quality, extended writing is just emerging.
- Students' listening and speaking skills are consistently strong. FS children can accurately recall the features of stories. In the other phases, students are increasingly reading with clarity and expression. Written presentation skills and the use of punctuation are more variable.
- FS children rapidly develop their skills by following clear learning objectives. Secondary phase students are increasingly developing their self-evaluation skills and accelerating their learning due to the quality of teaching and improved accuracy of assessment.

For development:

- Improve students' understanding of different reading genres, their presentational skills and the use of punctuation.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good ↑	Acceptable	Acceptable
Progress	Good	Good	Acceptable ↓

- Students show good progress in mathematics at both the FS and primary phases. The progress of secondary phase students is less strong because concepts are not sufficiently consolidated to ensure deeper understanding.
- By the end of the FS, children have secure number skills and can apply their understanding in different contexts. Primary phase students have good spatial awareness and show fluency in the use of mathematical operations. Students are less confident in applying comprehension skills to problem analysis. Secondary phase students have appropriate basic number and algebraic knowledge, but do not confidently apply this in real-life contexts.
- The emphasis on promoting mental arithmetic and re-enforcing mathematical vocabulary are successfully increasing students' confidence in developing mathematical understanding. The increasing emphasis on practical investigations, particularly in the FS and primary phases, is enhancing students' problem-solving skills.

For development:

- Implement strategies to enhance students' abilities to comprehend, analyse and complete problem-solving questions.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Weak ↓
Progress	Good	Acceptable ↓	Acceptable ↓

- FS children's investigative skills are developing well. Most primary and secondary students make the expected progress. However, the majority of students in the secondary phase do not attain curriculum expectations; they have significant gaps in their knowledge, skills and understanding. These gaps widen as they progress through the phase.
- Upper primary phase students are beginning to develop their enquiry skills and work scientifically as a result of the introduction of the primary programme of study and the establishment of a laboratory.
- The focus on the development of scientific vocabulary is having a positive impact on students' abilities to read and understand scientific questions, as well as developing their scientific reasoning.

For development:

- Close the gaps in secondary students' knowledge, skills and understanding so that students reach the expected levels of attainment.
- Ensure that science leaders are given sufficient time and resources to fulfil their roles, in order to raise students' achievement.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Acceptable ↓

- FS children and primary students enjoy their learning, collaborate well in groups and work together independently. However, in the secondary phase, these personal skills are not sufficiently developed. Students are often passive and are too reliant on their teachers for direction.
- Students make connections between areas of learning, particularly in Islamic education, where they make valuable links with Arabic, as well as social studies, moral education and science. Students can apply aspects of their learning to their own lives.
- Students are developing their ability to think critically, solve problems and undertake investigations, but opportunities are inconsistent across phases and subjects. The use of technology is constrained by the lack of Wi-Fi throughout the school.

For development:

- Develop secondary students' skills so that they take greater responsibility for their own learning.
- Ensure that the skills of critical thinking, research and the use of technology are systematically developed across all subjects and phases.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Good ↓	Good ↓

- Students speak highly of the school principal and teachers. They demonstrate positive attitudes and behaviour. Students, especially those in the FS phase, work collegially with their peers. Primary phase students freely ask questions for clarification, while those in the secondary phase respond well to constructive feedback.
- Students have a commitment to following a safe and healthy lifestyle. Children in FS confidently share their knowledge about healthy eating. Students in all phases display concern and sensitivity to the needs of their peers.
- Student attendance across the school is good overall, and in the secondary phase it is very good. Students are generally punctual when arriving to school, when they attend lessons after breaks, and when they move from one classroom to another.

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

- Vibrant displays of students' work reflect their rich knowledge of different cultures and civilisations. They celebrate Islamic events and are knowledgeable and appreciative of the UAE culture and heritage that underpin life in the UAE. Students in all phases are thankful for living in modern Dubai and they appreciate the safe environment.
- Students and children participate in a range of cultural activities, such as the National Day and the Flag Day. They show a deep respect for the UAE National Anthem. FS children can recognise and name key landmarks in Dubai.
- Students in the secondary phase can compare and contrast key features of their cultures with others. In the FS children enjoy having friends from a diverse range of countries.

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

- Students understand their responsibilities and willingly contribute to the life of the school. They demonstrate a strong work ethic and many, especially members of the Student Council, are developing leadership skills. They show a strong sense of civic responsibility. Their opinions are valued by their peers and school leaders.
- Students set clear targets when managing their projects, when making economic decisions and when considering next steps. They manage and lead many projects that have social and financial impact, such as charity work. Students are active participants in competitions.
- Students are knowledgeable about key worldwide environmental issues, and suggest solutions to reduce pollution, avoid extinction and meet the growing needs of the undernourished. They develop posters and campaign to encourage others to recycle. FS children know how to care for plants.

For development:

- Create more opportunities for students to initiate projects that focus on community involvement and enhance the development of their innovation skills.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable

- The most effective teaching is in the FS. Teachers build on what children know and can do by planning a range of appropriate tasks, enabling all children to work on their next goals. Most primary and secondary phase teachers do not sufficiently personalise students' learning. Consequently, many activities lack sufficient challenge, especially for the most able students.
- Teachers have a very good rapport with their students and provide stimulating learning environments, particularly in the FS and primary phase. In a considerable number of lessons, particularly in the secondary phase, there is a strong focus on working from textbooks and worksheets. This constrains students from taking responsibility for their own learning.
- There have been significant improvements in the teaching of Islamic education, where teachers questioning often promotes critical thinking and problem solving.

	Foundation Stage	Primary	Secondary
Assessment	Good	Acceptable ↓	Acceptable ↓

- Internal assessments are comprehensive and provide an effective overview of student attainment. However, the identification of skills and the subsequent monitoring of progress are underdeveloped. Cognitive ability test data (CAT4) is systematically reviewed and used to create a profile of individual student's capabilities.
- Assessment procedures provide information on individual achievement, which is used as the basis for focused support. Information collated about different groups, such as students of determination and those with gifts and talents, is not effectively used to modify teaching practice in order to meet specific learning needs.
- The collation of school-wide assessment data is not consistent. Each phase has a different system, which causes problems when students move from one phase to the next. The marking of student's work is usually helpful, but is sometimes cursory. The implementation of self-assessment by students and the setting of targets, is effective in raising students' awareness of their learning needs.

For development:

- Ensure that teachers make effective use of assessment to plan challenging activities so that all students, especially those with specific needs, reach their potential.
- Develop a coherent and consistent school-wide assessment, recording and tracking system, to monitor students' progress more effectively.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum meets English National Curriculum and Ministry of Education (MoE) requirements. This year, new programmes of study have been introduced aimed at supporting the school's priority to develop students' creativity, critical thinking and problem-solving skills.
- The school's 'Learning Theory' underpins the delivery of the curriculum. It has been enhanced through the introduction of a range of curricular programmes of study, including improved opportunities for students to engage in working scientifically and to carry out practical investigations.
- Regular reviews of the curriculum, recently informed by assessment data, are carried out to ensure that the curriculum meets both the academic and personal needs of all students. The impact of these reviews has not been fully evaluated to measure improvements in students' higher order thinking skills.
- Effective arrangements ensure the appropriate coverage of moral education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Teachers plan carefully to ensure the systematic delivery of programmes of study and to link learning activities. Teachers are at various stages of modifying their lessons to meet the needs of all groups, especially higher attaining students.
- Well-planned cross-curricular links are evident, particularly in Islamic education. Students engage in a stimulating range of extra-curricular activities including sports and enterprise activities that are increasingly developing their creativity.
- Students are developing their understanding of the values, culture and heritage of the UAE through a range of learning experiences embedded across all subjects. Cultural activities, such as visiting Islamic centres, and listening to guest speakers, further enhance their learning.
- The school provides two 50-minute Arabic lessons weekly at FS2, and one 30-minute lesson for FS1 children.

For development:

- Evaluate the impact on students' achievement of the wide range of curriculum developments undertaken this year.
- Where necessary, modify their delivery to ensure that they are fully embedded and meet the learning needs of all students.

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

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

- The school has effective procedures for the safeguarding of students, including child protection. There is strong supervision of students during breaks and at times of arrival and departure to ensure their safety. Safety checks are regular and thorough.
- Buildings and facilities are well maintained. All maintenance actions and incidents are recorded. Confidential records are secure. Premises and facilities are accessible by all students and staff. Two lifeguards supervise the two swimming pools during school hours.
- The school promotes healthy living and eating systematically through curricular and extra-curricular activities. The school clinic performs regular health checks, whilst the canteen offers a variety of healthy food choices.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Teachers create a calm, positive learning environment. They are considerate and courteous, as well as warm and friendly. The students respond with respect and deference. The school has effective processes for promoting good attendance, and punctuality is well monitored. Positive behaviour management permeates the school.
- Students of determination are well supported in their withdrawal room. Provision for high achieving students including those with gifts and talents, is developing through after-school clubs and intervention classes. Differentiated lessons designed to meet the needs of all groups of students' including the high-achievers are not common features.
- The pastoral care team provides a safe and secure facility, where students are supported in their personal and social development. It provides a welcoming space for them to discuss and share their concerns.

For development:

- Provide professional development opportunities for teachers to ensure that they consistently plan and teach lessons that enable students of all abilities to make better progress.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The school has a welcoming, inclusive education policy, enabling a wide range of students of determination to attend. A highly committed Head of Inclusion has recently been appointed to lead the experienced specialist Inclusive Action Team.
- The school utilises a wide and appropriate range of assessment processes to identify students' specific needs. These include teacher observations and checklists, and diagnostic, reading and cognitive ability tests. Testing outcomes are used to inform any necessary interventions and support programmes.
- Parents are very appreciative of the school's commitment to ensuring that their children become the best that they can be. Reporting to parents is consistent throughout the school year. However, improved communication to assist parents in supporting their children is required.
- Meeting the needs of students of determination through skilful and personalised teaching approaches, such as the use of mixed-ability groups and co-teaching, is inconsistent.
- Students' progress in terms of their personal development is good. However, their academic progress against their targets is more variable.

For development:

- Provide time for the Head of Inclusion to implement the vision for improvement.
- Increase the number of qualified specialist teachers to improve learning outcomes for students of determination.

6. Leadership and management

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

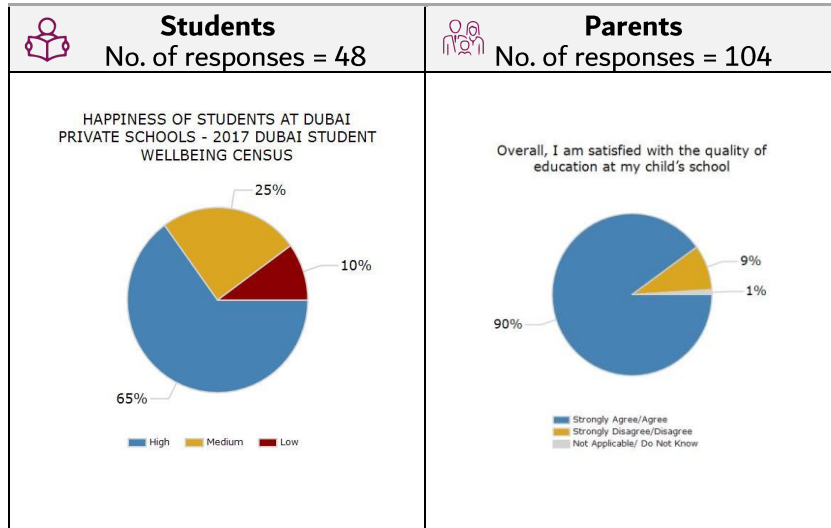
- The recently appointed senior leadership team has a coherent vision incorporating diversity, which is effectively shared with all stakeholders. In a short period of time, they have developed effective and professional relationships with the school's communities and stakeholders. Strategic planning and monitoring have been implemented to sustain developments across a range of subjects and performance indicators. School leadership is beginning to be delegated; the empowerment of middle leaders is an emerging feature.
- The evaluation of school performance is based upon increasingly reliable information relating to all aspects of the school's work. School leaders collect data to measure the impact of actions on student outcomes. A coherent framework for the performance management of teachers is being developed, but does not include their effectiveness in supporting student achievement. School leaders are developing solutions to address the school's and the UAE's national priorities.
- Communication and reporting to parents are effective; parents are well informed about their children's achievements and value this information. Parents hold the school in high regard, recognising the efforts to support their children's learning. There is an increasing number of partnerships with the local and international communities to support students' academic and social development.
- Governance has been reconstituted under the stewardship of new owners. Governors are beginning to regularly monitor and hold leaders to account for improved student learning outcomes. Governors knowledge of the school's performance is developing; they are supported by consultants who help with strategic management and teacher professional development.
- The day-to-day management of the school is effective and efficient. The quality of the premises is very good with a range of specialist facilities for science, physical education and the arts. Although staffing overall is adequate, there is no assessment coordinator. Professional development is systematically planned with an appropriate focus on promoting consistency in teaching outcomes. Significant investment has been made in improving resources to promote active learning, which is particularly effective in the FS.



For development:

- Ensure clarity of roles and expectations for each leader and support their professional development through a comprehensive performance management system.
- Ensure that action plan information is obtained from rigorously assessed data and that all plans are reviewed regularly to measure progress against tracked and recorded success criteria.
- Work more closely with parents and the community to strengthen involvement and partnerships and to enhance student learning outcomes.
- Ensure that governors are trained to monitor the school's actions and hold school leadership to account for the quality of its performance.
- Designate a leader for the school-wide co-ordination of assessment policies, procedures and management.

The View of parents and senior students

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



 <p>Students</p>	<ul style="list-style-type: none"> Students who completed the survey are very positive about their school. A large majority believe that they have very good relationships with their teachers. Most feel very safe at school and are very positive about the personal care and welfare they received. They feel that the school encourages them to be confident and engage fully in their learning. Comments are confirmed by the inspection.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents feel that their children are kept safe and are satisfied with the quality of their children's education. Almost all feel that teachers help their children to learn and most feel that school leaders and staff listen to them and act on their views. Most believe that they have access to sufficient information and support to help their children's education.

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