



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Queen International School

Curriculum: UK

Overall rating: Acceptable

[Read more about the school](#)



www.khda.gov.ae

“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information	2
Summary for parents and the community	3
Main inspection report	10
1. Students' achievement	11
2. Students' personal and social development, and their innovation skills	15
3. Teaching and assessment.....	17
4. Curriculum	18
5. The protection, care, guidance and support of students	19
Provision for students with special educational needs and disabilities (SEND).....	21
6. Leadership and management.....	21
The views of the parents, teachers and students	24

School information

General information 	Location	Hor Al Anz
	Type of school	Private
	Opening year of school	September 1998
	Website	www.qisdubai.com
	Telephone	04-265-2600
	Address	PO Box: 85999 Hor Al Anz
	Principal	William Storey
	Language of instruction	English, Arabic
	Inspection dates	22 to 25 February 2016
Students 	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	1,184
	Number of children in pre-kindergarten	None
	Number of Emirati students	176
	Number of students with SEND	88
	Largest nationality group of students	Arab
Teachers / Support staff 	Number of teachers	70
	Largest nationality group of teachers	Indian
	Number of teaching assistants	11
	Teacher-student ratio	1:16
	Number of guidance counsellors	0
	Teacher turnover	22%
Curriculum 	Educational permit / License	UK
	Main curriculum	UK
	External tests and examinations	International Benchmarking Tests. (IBT)
	Accreditation	None
	National Agenda benchmark tests	IBT

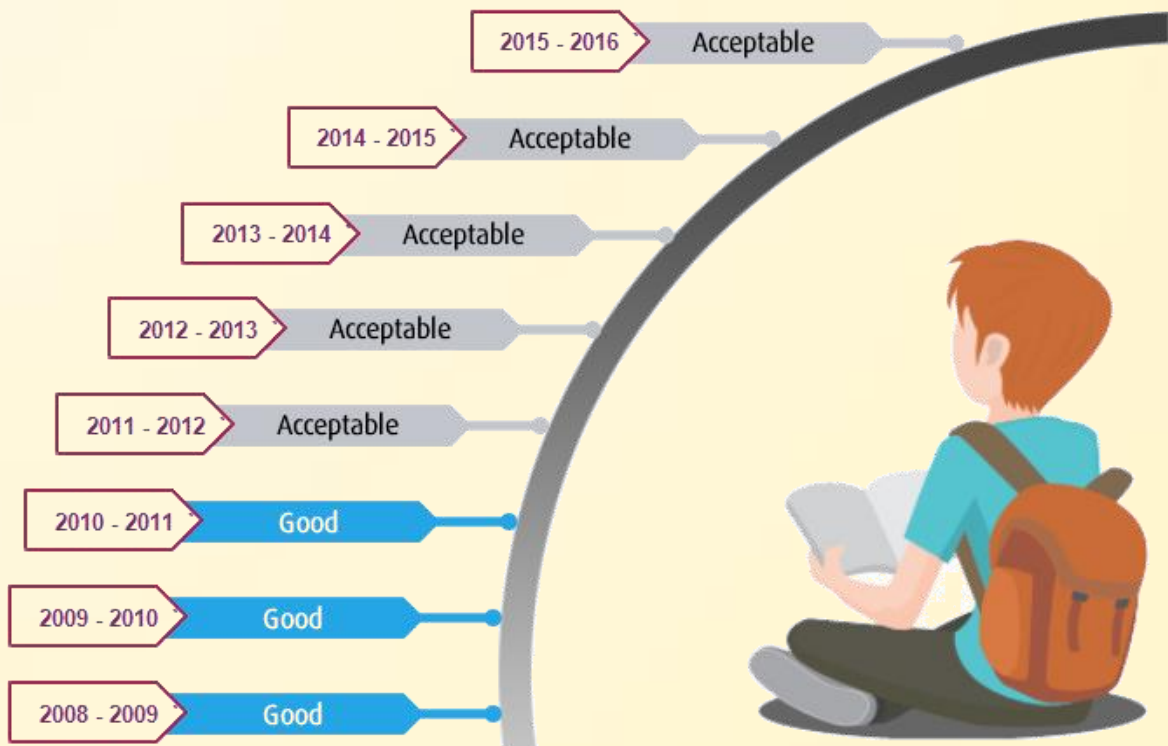


Summary for parents and the community

Queen International School was inspected by DSIB from 22 to 25 February 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Queen International School offered an acceptable level of education for its students.

- The achievements of students in the primary and secondary phases in all subjects were at least good and were outstanding in mathematics and English in the secondary phase. They were acceptable in mathematics and science in the post-16 phase. The children's attainment and progress in the Foundation Stage (FS) were acceptable with the exception of science. The learning skills were acceptable in the FS and good elsewhere.
- FS children demonstrated outstanding understanding of Islamic values, with an acceptable level of personal development. Students' personal development was very good in the primary and secondary phases. Across all phases of the school, students had good social responsibility skills.
- Teaching was generally good in the primary, secondary and Post-16 phases, whereas in the FS it was acceptable. Assessments of students' achievements were carried out regularly. However, the information from assessments was not consistently used to match work to the needs of different groups of students.
- Changes had been implemented to the curriculum to align it with the National Curriculum in England (NCE) and the early years FS documents. However, it was not implemented consistently throughout the different phases.
- Procedures and policies for the health, safety and safeguarding of students were mostly in place. However, the implementation and monitoring was insufficiently rigorous. As a result, not all staff members were aware of their roles and responsibilities for child protection. The overall provision for students with special educational needs and disabilities (SEND) was weak.
- The daily management of the school was good, with the prompt beginnings of lessons and assemblies. Leaders communicated a vision for the school's future. Plans had been developed to hold all stakeholders to account for the implementation of that vision.



What did the school do well?

- Students made outstanding progress in secondary English and mathematics, which led to excellent results on the International General Certificate of Secondary Education (IGCSE) examinations.
- Students' attainment was very good in Arabic as a first language in the primary phase and in science in the secondary phase.
- The students' personal development was very good in the primary and secondary schools.
- FS children showed outstanding knowledge of Islamic values and Emirati culture for their ages.



What does the school need to do next?

- Strengthen the school's leadership and management by:
 - establishing and communicating a common vision of students' achievements and personal development to all stakeholders
 - establishing a senior team which is held to account by the governing board for the high achievement of all groups of students
 - appointing leaders within the SEND department and FS to improve the provision and thus the children's achievements
 - enabling all staff members to contribute to the quality of the curriculum provided across the school.
- Create a system for assessment across the school which:
 - benchmarks the attainment of all students against international standards and their own internal data
 - is aligned to the curriculum and enables teachers to accurately track how much progress each student is making
 - meets the needs of all groups of students, especially those in the FS and students with SEND
 - enables teachers to identify their students' next steps accurately.
- Implement and monitor a professional development programme which results in:
 - a whole-school policy for safeguarding students
 - the accurate identification of students with SEND
 - individual education plans (IEPs) being used to meet the needs of students with SEND
 - better teaching in the FS
 - a broad curriculum which matches children's needs in the FS.



How well did the school provide for students with special educational needs and disabilities?

- Most students with SEND did not make sufficient progress in most areas of their learning.
- Most, but not all parents felt well-informed about their children's progress. Reports did not offer parents any information beyond their children's examination marks.
- Partnership was most effective when parents felt confident that their views would be heard and respected. There were some examples of effective communication.
- Parents were not routinely involved as partners in their children's education, for example when the IEPs were drawn up.
- The school had not developed a consistent approach to ensure that all parents of students with SEND received constructive advice on how to support their children's learning at home.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress made towards meeting National Agenda targets.
- Within the school, the National Agenda was promoted very effectively. There were dedicated student display boards about critical thinking. Students who sat the Trends in Mathematics and Science Study (TIMSS) test last year were able to explain how they were prepared by the school.
- The heads of departments had analysed the performances of their students in past TIMSS and Programme for International Students' Assessment (PISA) examinations. They had identified areas of weakness and made appropriate modifications to the curriculum. In mathematics, for example, the school had recognized that geometrical skills were weak and had allocated more time in the curriculum for teaching geometry.
- Teachers' strategies to develop their students' critical thinking skills were inconsistent. In lessons when students were challenged to think critically, their teachers used a range of open-ended questions to promote thought.
- There were few opportunities for students to use learning technologies for research. There were occasions when students made presentations using interactive whiteboards. The majority of lessons were reliant on worksheets to challenge the students. When lessons were of better quality, students were challenged to solve problems.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- The newly appointed senior leadership team demonstrated a commitment to the national innovation agenda. The school had participated in Dubai-wide initiatives to help promote a culture of innovation across all phases. Staff members had been identified to help promote and inculcate this. They were in the process of planning strategy and had organised an 'innovation hub.' Learning technologies were not used to help students innovate. Curriculum mapping had identified opportunities for teachers and students to innovate, but they had yet to be implemented.

Overall school performance

Acceptable

1. Students' achievement

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

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Acceptable ↓	Very good ↑	Very good ↑	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very 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	Good	Good	Good
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	Weak ↓	Weak ↓	Weak ↓	Weak ↓
Care and support	Weak ↓	Weak ↓	Weak ↓	Weak ↓

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage (FS)

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Weak ↓	Weak ↓




- In English, the strength of the FS was the children's progress in learning speaking and listening skills. They were given opportunities to develop their speaking skills through answers to questions and class dialogue with their teachers. However, there were very few opportunities for the children to improve their spoken English with each other. The teaching of phonics and key vocabulary built upon children's word knowledge. The development of reading and writing skills was limited. There were not enough opportunities for children to independently practice these two skills. Attainment and progress were only acceptable because of this lack of opportunity for children to be challenged.
- The FS2 children could confidently count and order numbers to 20. They could identify one more than and one less than. They had begun to solve simple problems and write simple addition and subtraction sentences. Children grasped the concepts of number and shape and understood simple calculations. However, the application of these skills was mostly teacher directed or by simple activities. The children were given few opportunities to practice their skills in activities such as role-play, shopping, construction or number games. Consequently, their progress in applying mathematics was slowed.
- The children had developed a knowledge base and limited scientific vocabulary. Their skills of investigation and enquiry were at very early stages of development. Progress was hindered by the lack of opportunities to foster natural curiosity. Children in FS2 could talk about things they had observed, such as the parts of a plant. However, they were not given enough practical activities to use and apply their knowledge. As a result, their understanding of different scientific concepts was limited.

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Very good ↑
Arabic as an additional language	Good	Good
English	Good	Very good ↑
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of students demonstrated levels of knowledge and understanding which were above the national curriculum standards. Students were able to understand the concepts and apply what they had learned in their daily lives. They knew the Five Pillars of Islam and the prayer steps in detail. Their knowledge about the Prophet's (PBUH) life was solid. In lessons, the majority of students made better than expected progress in relation to appropriate learning objectives. Students' memorisation and recitation skills were the most developed. In the various aspects of Islamic education, Arab Muslim students made better progress than the non-Arab Muslims.
- In Arabic, students' attainment levels as shown by internal assessments were above the expectations of the Ministry of Education (MoE) curriculum. Students' actual levels in the basic skills were good. In Year 1, a majority of students knew vowels and their positions in the words, and could identify high frequency words. In Year 5, students could talk about jobs and crafts related to the UAE. Students' attainment levels had improved over the past three years. A large majority of students made very good progress in their writing skills. The more able students were suitably challenged, resulting in better skills of speaking and presenting. Girls and boys were making similar progress.
- The majority of students in Arabic as an additional language had attainment levels that were above the MoE expectations for students who were not first language speakers. Students showed good progress in most of the reading skills when compared to their starting points. Progress had improved over the previous three years. It was particularly good when students were encouraged to express their ideas and discuss real life experiences, for example in a Year 3 lesson which was about the food served in the school's canteen.
- Students' attainment in English was above the curriculum expectations. This was reflected in the Year 6 national curriculum assessments over the previous three years. The majority of students read well and expressed themselves clearly, using correct sentence structures. This was also evident in their written work, where spelling, punctuation and grammar were generally accurate. Much writing included the effective use of literary devices such as alliteration and metaphor. Students' progress was very good across the primary phase when measured against their starting points, despite slower progress in Years 1 and 2. Students' progress during lessons was at least good, particularly when students learnt new vocabulary. Around half of the students had taken International Benchmark Test (IBT), which indicated attainment above expectations.
- In primary mathematics, students' attainment was good overall. The school had started to use the IBT to measure attainment, but only a sample of results was available for analysis. In lessons, students' attainment and progress were good. The work set by the teachers developed their understanding of mathematical skills well. As a result, the majority of them made good progress. Year 3 students were able to explain the properties of polygons and construct them, thus applying their learning. Most groups of students made similar progress.

- Both internal and external assessments showed that the majority of students in science had a sound grasp of many of the scientific concepts covered. Students' attainment was strongest in life sciences. Students had good appreciation of the environment and deforestation and their investigative skills were developing well. Students' understanding was maintained over time and, as a result, progress was better than expected by the majority of students. This was also evident in the good learning seen in the majority of science lessons.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Outstanding 	Outstanding
Mathematics	Outstanding	Outstanding
Science	Very good 	Very good 

- In lessons and in their recent work, the majority of students in Islamic education demonstrated levels of knowledge, skills and understanding that were above the curriculum standards. Students' knowledge and understanding of key practices such as prayers, fasting and performing the pilgrimage were good. The majority of students demonstrated good understanding of Islamic values such as cleanliness and modesty. They were able to detail the importance of looking after orphans. Similar to the primary phase, students made better than expected progress in relation to the learning objectives and in the application of their values in everyday life.
- Students' attainment levels in internal assessments of learning Arabic as a first language were good, matching the standards achieved in lessons. Most of Year 9 students showed good understanding of the use of 'quantifier' words and included them in well-formed sentences. In most of the writing drills, students demonstrated abilities to write extended compositions. Students' attainment levels on internal assessments had improved in the past three years. Students made good progress in vocabulary acquisition, and reflected them in their speaking during debates and speeches. Girls were making better progress than boys.
- In learning Arabic as an additional language, the majority of students had attainment levels that were above the curriculum expectations. Students showed competence when reading and listening, and fluency when speaking and writing. Their progress was good because their work matched the lesson objectives. It was better when students were encouraged to speak and then reflect upon it in writing. For example in Year 9, students could use unfamiliar words and express themselves by speaking and writing freely. Girls and boys were making similar progress.
- Students' attainment in English was well above the curriculum expectations. Almost all students had been awarded grade 'B' or above in the IGCSE examinations in the previous three years. Internal assessments showed that students in each year group were building extremely well upon their prior attainment, typically reaching high standards. Their rapid progress during lessons was due to consistently effective teaching. Students became adept at interpreting texts. They spoke fluently and expressively, for example when engaged in class discussions and debates. Students' written work was very well structured. Much writing showed great flair as students used imagery and persuasive language to engage the reader.

- In mathematics both the students' levels of attainment and their rates of progress were outstanding. In the IGCSE examinations, most students attained at levels well above the curriculum standards. The majority of the students achieved the top 'A*' grade. In lessons, students' skills developed well and were reinforced by the written work. In a Year 8 lesson they were able to explain and describe a translation having been given column vectors. As the students advanced through the secondary years, their progress was rapid, as reflected in their performance on the TIMSS tests. There were no major differences in the attainment of different groups of students. Over time their attainment had been consistently outstanding.
- Internal tests and external examinations the science subjects showed that a large majority of students were attaining at or above the UK national averages. Students' understanding was of a good standard and they were able to discuss the scientific studies being undertaken. Their practical skills were developing well as a consequence of experience in the laboratory. Examination data showed that over the past three years high standards were being attained. Students' progress in lessons was good, as a large majority made better than expected progress.

Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Acceptable ↓	Acceptable ↓
Science	Acceptable ↓	Acceptable ↓

- In Islamic education lessons, most students demonstrated levels of knowledge, skills and understanding that were in line with the curriculum standards. Most students had the necessary knowledge of Islamic concepts such as nullifiers of fasting, but they could not explain them in depth. They had limited knowledge about the recitation rules. In lessons, most students made the expected progress in relation to appropriate learning objectives. Acceptable progress was made in learning about the Prophet's (PBUH) life. Their ability to recall short, prescribed verses of the Holy Qur'an was underdeveloped.
- Students' attainment levels on internal assessments in Arabic were above the MoE curriculum expectations. This matched their attainment in lessons. Their reasoning skills were good. The majority of Year 12 students knew the different forms of speaking. For example, about ironic contexts. A majority of students had knowledge of complex grammar rules and applied them well. Although their progress was good overall, a very small number of students depended on copying. Outstanding students were routinely given suitable challenges. Girls and boys made similar progress.
- In mathematics, most students achieved in line with the expectations of the curriculum. In the external AS-level examinations, a large minority attained the highest grades. In lessons, students were able to demonstrate their knowledge and their written work showed understanding of previous topics. Grade 11 and 12 students were able to understand sine, cosine and tangent ratios in order to recognise the shapes of graphs. There were no significant differences in the performances of different groups within the classes. Over time, students' attainment was broadly in line with international standards.
- In science, most students demonstrated attainment levels that were in line with the curriculum standards. Students' attainment and progress had declined since the school was last inspected. Students had

developed appropriate investigative skills but they were often dependent on their teachers and this had an effect on their conceptual development. Students could talk about alternative energy development in the UAE, lung tissue structure and qualitative analysis. Most groups of students made the expected progress and this had been maintained over time. In the best lessons, students engaged positively by means of evaluative, high-order thinking.

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

- In the FS, children were keen to learn. When given the chance, they could learn independently, but typically they were too dependent on guidance from their teachers. Across the other phases, students enjoyed learning and were eager to improve. In most lessons, they enthusiastically responded to their teachers' questions and the contributions of their classmates.
- Children in the FS tended to be self-centred and most found learning together and sharing resources difficult. Older students, however, were confident when sharing their ideas in pairs and small groups. In Islamic education, for example, students often collaborated when discussing the acts of faith in their daily lives.
- Students frequently made connections between their learning and real life. In mathematics, students in Year 9 saw the relevance of using inverse relationships when valuing the dirham against the US dollar. Students took advantage of the many opportunities during English lessons to express their opinions, for example, when discussing the 'pros and cons' of establishing wind farms in the UAE.
- As they moved through the school, students explored ideas more thoroughly. Students sometimes used the internet at home, but their use of learning technologies at school was rare. Critical thinking was not a feature of the FS lessons. Children were able to think more about their learning when their teachers used deep questioning to draw out their understanding.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Acceptable ↓	Very good ↑	Very good ↑	Good

- Students had positive and responsible attitudes, even in the less effective lessons. They demonstrated self-reliance, for example when they were managing discipline in the mornings and during events. They thrived on critical feedback from their teachers. In the FS, children were less independent and too reliant on their teachers' directions.
- In the FS, children responded appropriately to their teachers' instructions. As they progressed through the school, students were self-disciplined and very well behaved. They responded well to others. They resolved difficulties in mature ways, such as the older students' advice to their younger colleagues about sanitation. Choices of, and approaches to, independent research demonstrated their self-discipline.
- Students were sensitive and showed good empathy toward the needs and differences of others. They always helped each other in lessons and at play times. As a result, relationships amongst students and

with the staff were very respectful and considerate. In the FS, the children were able to accommodate different points of view and this was built upon successfully as students moved through the school.

- Students demonstrated good understanding of safe and healthy living. They made wise choices about their own health and safety, such as the kinds of food they preferred. They frequently initiated and participated in activities that promoted safe and healthy lifestyles, for example the breast cancer campaign. However, in the FS, the children's understanding of healthy choices was still in the early stages of development.
- Overall, students' attendance was very good. Students were punctual to school and lessons. This had a positive effect on their achievement, personal development and participation in lessons.

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

- Students had clear understanding of how Islamic values influence contemporary society. In the primary phase, students were articulate about the need to show mercy towards animals. In the FS, children demonstrated high levels of understanding of Islamic values, especially in the context of the UAE.
- Students had clearly understood local UAE traditions, the culture of the UAE and appreciated its heritage. They could list and discuss local traditions, local food, games and clothes. Children in the FS spoke confidently about the desert and many animals native to the UAE.
- Students demonstrated clear understanding, awareness and appreciation of their own cultures and were familiar with other countries and cultures. There was less awareness of cultures from around the world as might be expected as appropriate to their ages in the secondary and post-16 phases.

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

- Students were responsible and contributed actively to the school's life and the wider community, including voluntary activities to raise funds in the 'sell and buy' event for the poor and 'Jeans for Genes' for fighting genetic diseases. They undertook responsibilities in school and worked through the nine committees set up for and by students to organise activities and celebrations.
- Through the school council, students initiated a committee to organize the morning assemblies and a student trainer modelled the morning exercises. Well-planned projects and enterprise activities had significant social effects. As a result, students acquired key skills to innovate and be creative. For example, they built a greenhouse and made economic decisions when taking care of it.

- Environmental sustainability was a key focus for students. They were successful in their projects, such as waste management and cleaning the school. They made visits to the lower year groups to talk to students about the importance of water conservation and how to use water wisely.

3. Teaching and assessment

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

- Most teachers in the FS knew how young children learn, but lacked the expertise to take this into account during lessons. In the other phases, teachers generally used their good knowledge well to extend students' understanding and address any misconceptions. Teachers' enthusiasm for their subjects often inspired students.
- Teachers generally planned effective sequences of activities during lessons. In the best lessons, there was a good balance between introductions and time for students to work independently. Many lessons were brought to life with practical resources and relevant video clips. In contrast, in some lessons, the learning resources consisted mainly of uninspiring worksheets.
- In the majority of lessons, students were engaged and showed interest in what they were studying. Learning was most effective when teachers did not dominate, but encouraged students to actively participate. When teachers gave students time to think and discuss with their classmates, rather than expect immediate answers, their learning was greatly enhanced.
- Lessons often started with the same introduction for the whole class, with insufficient regard to what students already knew. As a result, some students spent time going over old ground and others needed more guidance. Students routinely completed different tasks according to their abilities, but these sometimes lacked challenge for the most able and sufficient prompts to help others, such as those with SEND.
- The promotion of critical thinking skills was a developing feature of teaching. From Year 3 onwards, most teachers probed students' understanding and ensured that there were opportunities for students to reflect and discuss. In the FS and Years 1 and 2, the focus was on 'drill' rather than skill. Children were mostly expected to learn through repetition rather than understanding.
- In Arabic as a first or additional language lessons, teachers had secure subject knowledge. They planned their lessons well. In the better lessons teachers used various strategies to ensure students engagement in higher order and critical thinking. In general these strategies were still emerging.

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

- Internal assessments were undertaken and were mostly linked to the school's curriculum. They focused on the mastery of concepts and knowledge and less so on skills. The data which was gathered was tracked over time and was used in some cases to provide valid progress data.

- Whilst the school entered some students for external benchmark tests such as the IBT, these data were not used to align the internal academic judgements with the external benchmarks.
- Unit tests and more formative assessments generated a good deal of data and these were subsequently analysed. The analyses were routinely used to track students' progress but not to identify starting points in learning. They were then used to suggest areas which needed further study by students.
- In most lessons, the information the school had was not well used in planning lessons. As a result, the needs of all groups of students were not adequately met. In the better lessons, there were some examples of differentiated work and of targeted, open-ended questioning which built on the assessment data.
- In the better lessons, students were challenged by probing questions and were supported by marking which identified the steps they might take. In many cases these aspects were absent. Teachers knew the strengths and weaknesses of their students. Opportunities for self or peer assessment by students were limited.

4. Curriculum

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

- The rationale for the curriculum was generally clear. This resulted in a reasonably broad and balanced curriculum. Although skills and cross curricula links were made explicit in most subjects, a number of lessons focused on acquisition of knowledge and the recall of facts rather than the application of knowledge and skill development. The curriculum did not detail the requirements of transition from one phase to another.
- The UAE social studies curriculum was taught following the National Agenda and through designated lessons for one hour per week in the primary years. The curriculum incorporated elements of the UAE's values and culture, as evidenced in the classrooms and corridor displays. Students had the opportunity to explore the UAE's heritage and culture. FS children learned about the buildings in Dubai.
- Curriculum planning was detailed and it met the needs of a large majority of students. However, in many cases, progression in skill development was dependent upon the use of textbooks and worksheets. In some year groups and subjects this method did not match the needs of students, the assessment requirements of the National Curriculum of England (NCE) or the early learning goals in the Foundation Stage.
- Although students were appreciative of the opportunities to achieve well on the IGCSE and A-level examinations, the range of subjects available to study was limited and so restricted their choices. Research projects were provided to extend students' thinking. However, these were not matched specifically to reflect students' interests or aspirations. As a result, there were smaller numbers studying in the upper secondary and post-16 phases.
- Links with other subjects were made explicit in the curriculum planning and most teachers incorporated these into their lesson plans. It was most effectively applied when teachers identified the purposes of learning and gave students clear roles. For example, students in an English class were asked to write as if they were child workers and identify the effects of work on them, both physically and emotionally.

- The curriculum was reviewed annually. In the FS the curriculum had been aligned to the FS curriculum. Whilst reviews involved discussions between all staff members, they lacked effective coordination to ensure consistency between the different phases and subjects. Assessment data had not been taken into consideration when matching curriculum provision to meet the needs of different groups of students.

	Foundation Stage (FS)	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Across all phases of the school, including the FS, most teachers set tasks and activities aimed at meeting the needs of different groups of learners. However, such activities were not consistently well-matched to learning needs, particularly for students with SEND. The school provided few opportunities to develop gifted and talented students' skills and interests.
- At the FS, children had only limited opportunities to learn imaginatively and creatively. However, students in the primary, secondary and post-16 phases variously explored topical ideas such as happiness through surveys and debates. Older students argued cogently for innovative use of the school's gymnasium, based on precisely-gathered evidence.
- Across the school, teachers regularly referred to the UAE's culture, history and contemporary society. FS children learned about special days such as National Day. Links between the UAE and the topics of study became progressively more complex. For example, in biology, senior students linked their learning about blood circulation to prevalent health issues in UAE and explored the underlying causes of disease
- Arabic was taught six periods a week to the FS 2 children. The curriculum was created by the school and focused mainly on letter recognition, tracing and colouring. At the end of the term children were expected to know how to use vowels and put them in the right positions in words.

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

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

- The school did not have formal, effective systems in place for dealing with child protection issues. Staff members' understanding of child protection was limited and there was no clear direction for them to follow should a child be at risk. The school ensured that appropriate safe recruitment checks were made on all newly appointed staff. The school educated students about bullying and cyber-bullying during assemblies.
- The school met the regulatory requirements for fire drills and evacuation procedures. The clinic kept detailed medical records of all students and communicated any details of accidents or illnesses to parents.

- The school was generally clean and fit for purpose. The school had addressed the issue of students' bags in classrooms. This was appropriately managed in the FS, where all bags were stored on large hooks so they did not restrict the movement of the children or their teachers. There was no lift within the school, limiting the acceptance of students with certain physical disabilities.
- There was inconsistency in the way in which the school made arrangements to ensure students' health, safety and security. Entrances to the school were not always manned and no signing in procedure was in operation. The school had a comprehensive risk assessment policy but it was not always implemented. Several safety risks were observed around the school.
- The school promoted healthy living and the clinic staff played an important role in this aspect, displaying posters and periodically inspecting students' lunch boxes. In the FS, they held 'healthy food' days and parents were kept informed about the school's policy on healthy eating.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- Across all phases of the school, positive relationships in almost all classes were firmly based on teachers' care and respect for their students. In a few primary classes, teachers' classroom management did not help students manage their behaviour well.
- In all phases, teachers recorded daily attendance and late comings every morning. Patterns of absence were not routinely rigorously followed up, for example in the FS. Attendance checks in other phases lacked rigour and precision. In a few primary lessons, attendance had not been accurately recorded. There was no centrally held attendance register of the post-16 students.
- Across all phases, the school had not identified students' special educational needs accurately. The school's revised approaches to identification had focused on medical conditions. Not all of these were barriers to students' learning and personal development.
- Across all school phases, IEPs for students with SEND did not provide consistently helpful advice or suitable progress targets. Teachers did not routinely follow the advice stated in the IEPs. As a result, most students with SEND did not make suitable progress in their learning and personal development.
- The school provided appropriate support to children in the FS and students in other phases, about particular issues. For example, how to respond to unacceptable behaviour such as bullying. Secondary students received timely advice about examinations and early preparation for their future education. Older students were supported in applying for university places. The majority of students were well prepared by such measures.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- Leaders had made slow progress in establishing effective support for students with SEND. Only a few students had been identified as having barriers to learning. Targets within IEPs were not always relevant. Training for teachers in how best to support students with SEND had not led to improved progress by these students.
- Only a few students had been accurately identified as having special needs. The school had focused on students with medical issues, not all of which were barriers to learning. Useful checklists helped teachers recognise possible needs, but this work was at a very early stage.
- Partnership with parents of students with SEND was not consistent. Most, but not all parents felt well-informed about their children's progress. There was scope to develop clearer lines of communication with all parents. Advice and guidance were not consistently shared between school and home.
- There was little evident modification or adaptation of lessons for students with SEND. The IEPs did not always set suitable progress targets for students. There were instances of teachers supporting students with additional help at break times. Such support inadvertently constrained students' opportunities to mix with their peers out of lessons.
- Most students with SEND did not make suitable progress in most areas of their learning. When their progress was acceptable or better, it was generally the case that the identified need was not in fact a barrier to learning. Teachers did not track and monitor accurately the progress of these students.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The leaders were in the process of establishing a new leadership team. The views of different stakeholders were being sought to ensure that the school's vision promoted the UAE's national priorities. Leaders fully understood the need to ensure that provision was fully inclusive and that there was clear leadership at all levels. Priority was being given to improving learning outcomes for students with SEND.
- Although most leaders showed knowledge of the curriculum and best practices in teaching and learning, there was a lack of coordination between the phases and subjects. As a result, implementation of the curriculum was inconsistent and not always matched to the assessment results and lesson plans.
- As result of the transition in leadership of the school, clear roles and responsibilities were being identified. Relationships were positive between the staff and students. The communication necessary to share best practices and enable the staff to learn from the outcomes of data analysis was not systematic or consistent between the departments and phases.
- Led by the owner of the school, there was a clear commitment to improve from leaders at all levels. Staff members had been identified and the process was underway to establish a leadership team which coordinated all aspects of provision. A whole-school approach was being developed. There was a clear understanding of the changes needed to secure high quality learning outcomes.

- Governors and leaders worked well together to ensure that the school was compliant with statutory and regulatory requirements. They were responsive to any concerns or issues emerging. Systems of accountability were being developed at all levels. A sense of community and pride was evident throughout the school. All stakeholders were committed to success and were determined to achieve it in innovative ways.

School self-evaluation and improvement planning

Acceptable

- Subject department heads worked together with senior leaders to evaluate the school's performance. The resulting school improvement plan had been drawn up by an external consultant. Although the self-evaluation document identified the key priorities, its implementation was less than systematic. When action plans were established, data and stakeholder's opinions were not fully considered.
- Classroom practices were diligently monitored by leaders of each department. Teachers were observed and feedback was given to them. However, the feedback was insufficiently evaluative for it to be consistently effective. The outcomes of the monitored teaching were not communicated to all staff members. As a result, the quality of learning by students was uneven across different year groups and subjects.
- The school improvement plans were clear. They provided a clear response to recommendations from the previous inspection report, but did not connect the recommendations with whole-school priorities. The focus on quality learning outcomes was not always coherent. There was a clear commitment to the UAE's national priorities, but these were not detailed in ways which had consequences for students' achievements.
- A detailed transition plan had been drawn up to facilitate changes to the school's leadership team. The newly appointed principal had begun to communicate a common vision and address priorities arising from previous inspection reports. This included making changes to the provision in the early years. Whilst the curriculum had been changed to match requirements, leaders had not been appointed to secure its successful implementation.

Partnerships with parents and the community

Acceptable

- Parents reported that school projects provided them with opportunities to support their children's learning. Although any suggestions made by them to improve the school were considered and generally acted upon, there was no formal process by which they could communicate with the governing body.
- The school's web portal provided parents with information about the curriculum. Lesson plans could be accessed, which provided them with information to help prepare their children for assessments. They were less informed about the National Agenda priorities.
- Reports were received each term by parents, which communicated information about their children's achievements over the preceding term. These were followed by formal meetings to address any concerns and identify next steps in learning. Parents reported that they felt confident to approach the school about any aspects of their children's learning and personal development.


- Support was provided by parents for students to make contributions to local and national projects. As a partnership they organised book fairs and other events to raise money for charity. Opportunities to use parental expertise to develop wider educational partnerships were limited.

Governance

Acceptable

- The governing board had been adapted to include representation from the majority of stakeholders. It included representatives from the parents group and the students' council. Governors had established a plan to ensure the smooth transition to a new leadership structure. They were reliant on information from an external consultant and systems of accountability were in the process of being established.
- As the leadership team had only been in place for a very short period of time, the governing body was just beginning to establish systems of accountability and communication. They had shared a vision for the school, were working together to communicate this vision to all stakeholders and create ways in which it could be closely monitored.
- Although the governing board was in transition, it was aware of its responsibilities to ensure compliance and to exert influence on students' outcomes. They had recognized that the school improvement plan needed to identify targets for improvement in all areas of school life and would require systematic monitoring to ensure success for all students.




Management, staffing, facilities and resources

Good 

- The owner and newly appointed school leadership team worked well together to ensure that most aspects of the daily management of the school were well organized. The school's routines and timetable were well established. Concerns, suggestions and information requests were responded to very quickly. The school day started with assembly and lessons commenced promptly.
- As a result of effective staff deployment, most students achieved well. The school sought to mitigate any negative effects of the high rate of staff turnover by implementing a thorough induction programme. Plans were in place to link the induction process to rigorous monitoring of learning. The qualifications and training of all teachers within the Islamic education and Arabic departments were being aligned to the KHDA's requirements.
- Science and technology laboratories were well equipped to support learning. Plans to deploy learning technologies in the classrooms were being implemented. FS learning space was being adapted to support an integrated curriculum and provision of all areas of learning, including access to sand and water play. The lack of study space with Wi-Fi facilities restricted opportunities for independent research and learning by older students.
- Various resources and textbooks supported students' learning. Teachers were adept at acquiring materials to support their teaching, which generally yielded good results in students' achievements. Staff members were beginning to work together to match textbooks to the requirements of the curriculum and the assessment of learning. There was good awareness of the National Agenda requirement to deploy resources creatively and innovatively.

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	93
	2014-2015	103
Teachers 	52	
Students 	48	

*The number of responses from parents is based on the number of families.

- Responses from parents and students were too few to be representative.
- The majority of the teachers responded. Most were very positive about the school.
- Most teachers were supportive of the school; they felt the school was well led.
- Teachers indicated that the school listened well to the views of all stakeholders.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae