

Inspection Report



English Language Private School

2014-2015



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School information



General information

Location	Umm Hurair
Type of school	Private
Opening year of school	1978
Website	www.Dubai-els.com
Telephone	04-3377503
Address	Oud Mehta Road Dubai PO Box 6680
Principal	Mazhar Qayyum
Language of instruction	English
Inspection dates	16 th -19 th February 2015



Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	Foundation Stage 2 - Year 13
Number of students on roll	1542
Number of children in Pre-K	0
Number of Emirati students	3
Number of students with SEN	32
Largest nationality group of students	Pakistani



Teachers / Support staff

Number of teachers	102
Largest nationality group of teachers	Pakistani
Number of teacher assistants	10
Teacher-student ratio	Early Years 1:21 other phases 1:16
Number of guidance counsellors	2
Teacher turnover	25%



Curriculum

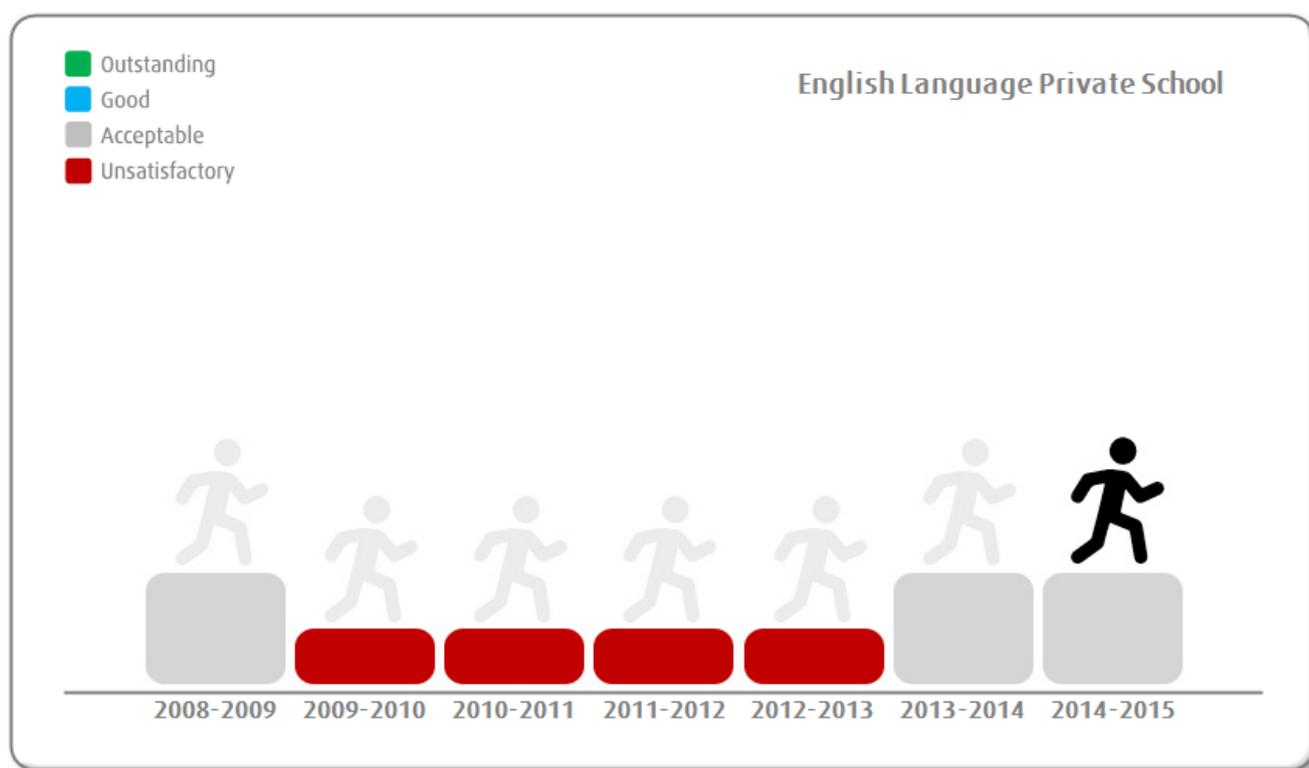
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	EDEXCEL, IGCSE
Accreditation	EDEXCEL



Dear Parents,

English Language Private School was inspected by DSIB from 16th - 19th February 2015, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in English and mathematics in the secondary phase and in mathematics in the post-16 phase were good. They made good progress in Islamic Education in the primary phase, and in science in the secondary and post-16 phases.
- Students' showed good understanding of Islamic values and Emirati and world cultures across all phases.
- Students' demonstrated good learning skills in the post-16 phase.
- There was good teaching in the post-16 phase that supported students increasingly to learn independently.

Areas for improvement

- Improve teachers' expectations of students' attainment and progress in Arabic as an additional language.
- Ensure teachers in the Foundation Stage assess children's development regularly and accurately in ways that help to plan active learning and stimulate their curiosity to find things out for themselves.
- Improve the curriculum to ensure that all students make suitable progress in all subjects.
- Ensure that children can move smoothly from Foundation Stage into Year 1, and experience lessons that help them build well on what they already know and can do.
- Improve the ways in which the school supports students with special educational needs so that all students make the progress they are capable of.
- Improve the ways leaders reach accurate judgements about the quality of the school's work, especially in teaching, learning, attainment and progress and plan appropriately to address weaknesses.
- Improve the condition of the buildings, including cleanliness and ensure that the school becomes an attractive and suitably equipped learning environment that is a comfortable place in which to learn.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at English Language Private School



How well does the school perform overall?

Overall, English Language School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress were variable across the key subjects and phases. They were unsatisfactory in Arabic as an Additional Language at the secondary phase, in mathematics at the Foundation Stage, and in science in the primary phase. They were good in English and mathematics in the secondary phase and in mathematics in the post-16 phase.
- Almost all students had positive attitudes to learning and almost all consistently demonstrated good attitudes, behaviour and relationships. Students understood Islamic values and took responsibility well. However, there were limited opportunities to make decisions, plan and carry out activities.
- The quality of teaching was broadly acceptable across the school. The best teaching was in the Post-16 years, where it was good. The weakest teaching and assessment occurred in the Foundation Stage and lower primary phase. Teachers' assessment of learning was strongest in the post-16 phase. Older students could assess their own learning and identify what they needed to do to improve.
- The curriculum showed a reasonable breadth and balance of subjects. Children's transition from the Foundation Stage to the primary phase was not smooth.
- Older students had limited choice to allow them to study subjects relevant to future careers. The curriculum was not successfully modified to match work to the learning needs of students in most classes. Limited extra-curricular activities, especially in sport, helped students link with other schools.
- The school had adequate procedures in place for keeping students safe and secure at school and on school buses. A number of key staff had a specialist role in supporting and guiding students. Support for students in classes, including those with special educational needs, was too variable.
- Leadership, parent partnership and governance were acceptable. However, the school had an inaccurate view of its strengths and weaknesses and as a result change and improvement were slow and uneven. The school environment had significant weaknesses.



How well does the school provide for students with special educational needs?

- Students with special educational needs made unsatisfactory progress in their learning and development as a result of the unsatisfactory quality of the overall provision.
- Careful assessment of children's needs was carried out initially by specialist school staff and further assessments were organised by external specialists. The school worked closely with parents.
- Teachers were often not skilled in planning work in class that matched the needs of all students, especially those who found learning more difficult, and this limited the progress they were able to make in their lessons. A few students received additional support to help them improve their learning skills or confidence and this support was of good quality.

1. How good are the students' attainment, progress and learning?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory	Not Applicable
	Progress	Not Applicable	Acceptable	Unsatisfactory	Not Applicable
 English	Attainment	Acceptable	Acceptable	Good	Not Applicable
	Progress	Acceptable	Acceptable	Good	Not Applicable
 Mathematics	Attainment	Unsatisfactory	Acceptable ↑	Good ↑	Good ↑
	Progress	Unsatisfactory	Acceptable ↑	Good ↑	Good ↑
 Science	Attainment	Acceptable	Unsatisfactory ↓	Acceptable	Acceptable
	Progress	Acceptable ↓	Unsatisfactory ↓	Good ↑	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Acceptable	Acceptable	Good ↑

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory ↓
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Unsatisfactory

Overall school judgement

Acceptable

Key strengths

- Students' attainment and progress in English and mathematics in the secondary phase and in mathematics in the post-16 phase were good. Students' progress in Islamic Education at the primary phase, and in science in the secondary and post-16 phases were good.
- Students' demonstrated a good understanding of Islamic values and awareness of Emirati and world cultures across all phases.
- Students' demonstrated good learning skills at the post-16 phase.
- The quality of teaching, including the use of assessment, in the post-16 phase was good. It promoted students' independent learning and enquiry, particularly in Islamic Education, mathematics and science.

Changes since the last inspection

- Students' attainment and progress in mathematics had improved in the primary, secondary and post-16 phases.
- Students' progress had improved in Islamic Education in primary, and in science in the secondary phase.
- Children's progress in science at the Foundation Stage and the primary phase had declined.
- Students' environmental awareness had declined and was now acceptable across all phases of the school.
- Teachers had improved their use of assessment at the primary, secondary and post-16 phases. The use of assessment was unsatisfactory in the Foundation Stage.
- The school's provision for students with special educational needs had declined.

Recommendations

- Ensure staff are fully committed to a shared vision of continuous improvement, and empower leaders of the school to lead changes in accordance with the shared vision.
- Improve students' attainment and progress in Arabic as an additional language by raising teachers' expectations of what students can achieve and involving students closely in their learning.
- Improve children's attainment and progress in the Foundation Stage through:
 - careful daily assessment that accurately profiles each child's development
 - use of profiles to provide stimulating learning experiences allowing child-led learning and well-planned teaching that meets individual needs.
- Improve provision for students with special educational needs by:
 - ensuring all staff are committed to implementing the special educational needs policy
 - improving resources, including additional staff to provide support for student who need help in their day to day lessons
 - training all teaching staff in their understanding and use of Individual Educational Plans, guidance in planning the learning for students with special educational needs.
- Ensure leaders at all levels improve the accuracy of self-evaluation and planning for improvement by:
 - rigorous observation of teaching learning and assessment
 - analysing findings to identify and meet teachers' professional needs
 - ensuring existing effective teaching practice is shared and adopted across the school
 - monitoring and evaluating the resultant impact on students' attainment and progress.
- Further improve the premises to provide a stimulating and appropriately equipped learning environment by:
 - increasing laboratory provision, improving students' access to technology to facilitate more independent learning
 - ensuring premises are thoroughly cleaned and all rooms and facilities are consistently fit for purpose.
- The school must ensure that it is fully compliant with the Ministry of Education regulations for Islamic Education.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning?

Foundation Stage

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	Unsatisfactory	Unsatisfactory
Science	Acceptable	Acceptable ↓

- Almost all children learned English as an additional language. In English, most children attained levels of reading, writing and communication in line with the learning goals of the Foundation Stage. In Foundation Stage 1, children could name all of the letters of the alphabet and hear and say initial sounds. In Foundation Stage 2, children could write simple sentences using some of the words used in the phonics scheme using capital letters and full stops.
- In mathematics, most children achieved levels below those expected of children of a similar age. Children in Foundation Stage 2 had delayed understanding of number and of number bonds. There was very little progression between Foundation Stage 1 and Foundation Stage 2.
- In science, most children made appropriate progress in developing their enquiry skills and in developing their understanding of the world. They were able to describe magnets and to identify objects that were attracted to magnets.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good ↑
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable ↑	Acceptable ↑
Science	Unsatisfactory ↓	Unsatisfactory ↓

- In Islamic Education, students' progress was good, especially in Qur'an recitation, memorisation and understanding of key concepts. Students were developing their knowledge about the Pillars of Islam like Hajj, and the majority knew the steps of prayers. Most knew the story of Prophet Musa.
- In Arabic as a first language, the majority of students' listening skills were acceptable. They responded well to classroom instructions and answered basic questions about familiar topics. They showed an acceptable development in the use grammar. However, only a few students could apply this to extended writing.
- In Arabic as an additional language, the majority of students followed instructions and understood and responded to direction accurately. Students were increasingly improving their speaking skills. However, there was limited evidence of students writing creatively.

- In English, most students took part in a variety of short conversations and answered a range of specific questions on a prescribed topic. Writing and spelling were appropriately developed but, in some classes, were inconsistently monitored by teachers. Progress was acceptable with most students reaching expected standard by the end of the primary phase.
- In mathematics, attainment and progress were acceptable. Students' basic skills were developing appropriately, enabled by their progress in understanding the English language. In many lessons, tasks did not challenge the higher attaining students. Students' progress in Years 1 to 3 was slower than that in Years 4 to 6.
- Students learned about a wide range of scientific concepts. For example, younger students learned about the basic physical properties of everyday objects and older students learned about the effect of exercise on the heart rate. In most lessons observed, a lack of challenging tasks and ineffective teaching strategies, such as poor class management, led to students' unsatisfactory attainment and progress.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Good	Good
Mathematics	Good 	Good 
Science	Acceptable	Good 

- Students in Islamic Education, had some knowledge about the benefits and importance of Haj and the difference between Haj and Umrah. A few students knew what Al Ashur and Al Hurum were and the majority had weak recitation skills. Most students had limited ability to use the Hadith or the verses as a reference for their point of view. Students made better progress in understanding Islamic values and morals than in developing their knowledge about the Pillars of Islam.
- In Arabic as a first language, students' reading skills were in line with expectation. The majority confidently developed their reading skills, and had acceptable comprehension skills. However, their writing skills were underdeveloped as they did not have enough opportunities to practice extended writing.
- In Arabic as an additional language, the majority of students had acceptable oral reading skills. They could read paragraphs fluently and with the right intonations. Students had few opportunities to develop their writing skills. There was little evidence of creative writing.
- In English, most students attained well and made good progress. From Year 7, students progressively increased their knowledge and understanding of grammar and extended their vocabulary. Most students steadily developed their fluency in speaking English. Most spoke confidently, using a wide vocabulary. They listened attentively to peers, in frequent class discussion or working collaboratively, and built well on the views and opinions of others to make pertinent contributions. By Year 11, most students wrote accurately and at length for a range of purposes.
- In mathematics, students' attainment and progress were good, notably amongst students in the last three years of the secondary phase. Students' ability to reason, apply mathematical knowledge and work on problem solving was well developed.

- Students' attainment in science improved as they progressed from Year 7 to Year 11. In the lessons observed, students learned about more complex scientific concepts such as limiting factors for photosynthesis, ionic bonding and nuclear fission. In a minority of lessons observed, students were challenged to deepen their understanding and to learn through scientific investigation.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Good 	Good 
Science	Acceptable	Good

- Students made better progress in understanding Islamic values and morals than in developing their knowledge of other aspects of Islamic Education. Lesson observations reflected acceptable attainment in understanding the importance of the last speech made by Prophet Mohammad (PBUH) in the farewell Hajj.
- Students in the post-16 mathematics programme made good progress in both Year 12 and Year 13. External tests indicated boys' attainment was slightly higher than that of the girls. However, both groups attained good levels. All students demonstrated a high degree of independence.
- Attainment in chemistry and biology was better than in physics. However, students were making good progress in all the three sciences. In the lessons observed, students demonstrated that they were developing a good level of understanding of concepts such as redox titrations and specific heat capacity. Most students were also developing sound investigative skills during this phase of schooling.

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

- Most students had positive attitudes to learning. In the primary phase, students' acceptance of responsibility for their own learning was variable. A significant minority of students were frequently disengaged. Students' engagement in their learning was best in the post-16 phase. For example, in science enquiry skills were well developed, and in mathematics almost all students were independent learners.
- Most students could explain what they had learned clearly and cogently, and when given the opportunity could work well in pairs and in groups. In the Foundation Stage, children had few opportunities to make choices, to work in groups and in pairs and to talk about their learning with others.
- Across the school students' application of learning to the real world and making connections between new and previous learning was underdeveloped.

- The ineffective practice of a minority of teachers, together with a general lack of clarity around learning objectives, hindered students engaging in critical thinking, enquiry, research and in using opportunities presented to become independent learners. There was limited use of technology outside of the upper secondary and post-16 classes, for research and enquiry.

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Good

- In the Foundation Stage, children's attitudes and behaviour were good. Children had sensible attitudes and were self-reliant. They were considerate and caring towards others.
- Most students consistently demonstrated good attitudes to learning. Their behaviour was good, especially in the upper years and in their relationships with school staff. In a few classes in the lower primary years, students' behaviour was acceptable or below expectations. This was due to the slow pace of lessons.
- Students demonstrated well-developed understanding of healthy living. They were well aware of the dangers of junk food, particularly over the long term. They adopted healthy food choices and valued exercise and sports.
- Students' attendance and punctuality was acceptable.

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

- Students demonstrated good understanding and appreciation of Islamic values. They knew about different Islamic worship.
- Students had good appreciation of the local culture and traditions. For example, they could confidently discuss the importance of Dubai Port as a trading link between the UAE and other countries in the world. They could identify Camel racing and Falcon hunting as examples of past traditions that continue to exist.
- Students' awareness of different cultures was the least developed. They had for example, celebrated different days like Universal Children's Day and Ethnic day where students from different nationalities exhibited their food and costumes. They were all proud of their own heritage and culture.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
<ul style="list-style-type: none"> Students took responsibility for themselves, and others. Older students undertook additional activities to benefit the school. Students had limited opportunities to use their initiative to plan and deliver activities to take the school forward. Students demonstrated responsibility to help poor people in Pakistan through the donation campaign for the school victims' families in Peshawar and in Syria through the compassion campaign. However, community relationships were limited to a number of visits and trips. Most activities were not student-led. Throughout the school, students had good attitude to their learning. They were able to take some direction as well as responsibility for their learning. All students had an adequate understanding of environmental matters. Primary students had acceptable knowledge of conservation of water. Older students could talk about Green communities and the Greenhouse effect. However, during the week of inspection, many incidents were noticed of students' dropping food and wrappings at break time and inside their classes. 				

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Teachers' knowledge of their subjects and how they are learned were variable across the school. Teachers did not consistently understand how much students were capable of learning, and this was reflected in their lesson plans. Lesson planning used a pro-forma across the school, which was linked to the basic curriculum resources from England and the UAE Ministry of Education. Lesson objectives were not always clearly used or understood by some teachers. Teachers' use of time and resources was inconsistent; some teachers talked for too long in lessons, restricting the time given to students to think and learn independently. Teachers' use of resources to support students' learning was variable. Teacher-student interactions were generally positive; their dialogue and the questioning used by teachers were inconsistent, and weakest in mathematics and English lessons. Teaching strategies to meet the needs of all groups of students were strongest in Secondary English and science lessons. Lessons were generally aimed at students with average abilities, and did not always reflect the needs of all groups of students present. The promotion of critical thinking, reflection and independent learning was not evident in many Arabic and mathematic lessons. The lack of independent learning was a general weakness across most of the school, with the exception of the post-16 phase where it was stronger. The quality of teaching in Arabic as a first language was acceptable overall. Although, most teachers had secure subject knowledge, their knowledge of how students acquire language skills was not evident. Teacher-students interactions was an acceptable feature of the majority of lessons, however, those interactions did not always lead to good enough language development or the promotion of critical thinking. 				

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Unsatisfactory ↓	Acceptable ↑	Acceptable ↑	Good ↑
<ul style="list-style-type: none"> The use of the Foundation Stage learning goals had been adopted by the school, but their use was irregular. Internal assessment processes were linked to the school's curriculum standards. The quality of assessment varied, ranging from unsatisfactory to good. International and external benchmarking were undertaken by school leaders to establish how much students had learned by the end of Years 11, 12 and 13. There were no international or external assessments of student learning in Years 1 to 10. Progress was tracked over three years for each cohort of students. This was well established in the mathematics department. Other subject leaders had not followed the lead of the mathematics department. As a result, practice remained inconsistent. The use of assessment to influence teaching, the curriculum and students' progress had started, but compliance by teachers was uneven. Only about half of the teachers were able to use assessment data effectively to better match lessons to student needs. Students in the post-16 years self-assessed their progress against discrete learning targets. Teachers' knowledge of and support for students' learning was uneven. Teachers were generally knowledgeable of their students' progress, with a few exceptions. A few teachers relied upon oral assessment of all students at once to assess learning, while others used carefully prepared charts to monitor students' acquisition of specific skills and knowledge. 				

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> In the Foundation Stage there was insufficient promotion of the children's personal, social, emotional, physical and creative development. The curriculum in the Primary and Secondary Schools showed reasonable breadth and balance of subjects. However, although initial steps were taken to align it with the national curriculum expectations, implementation was slow and still at an emergent stage. The Post-16 curriculum had improved. Leaders had moved from a one to a two-year programme. The range of subjects offered remained limited and it was non-compliant in Islamic Education, with a deficit of 35 minutes of instruction per week. There was sufficient planning for progression in key subjects. The transition from Foundation Stage to the primary phase had not been successfully addressed, with children having to adjust to didactic, teacher-centred approach on entry into Year 1. Most lessons in the primary and secondary phases were knowledge-based, and in the majority of cases, text book-driven. There were some examples of enrichment in mathematics and information, communication and technology lessons. In the Foundation Stage, children were restricted in their choice of areas for learning. 				

- The planning and implementation of cross-curricular links were at a very early stage. There were some examples of developing practice in the secondary phase. For example, between mathematics and English; and between Islamic Education and Arabic. Opportunities for independent learning, research and critical thinking were limited, with some emerging opportunities in the upper grades.
- The curriculum was reviewed by a committee on a regular basis. This process of review had led to the implementation of a new set of resources in mathematics, English, science for the primary phase. The committee had not reviewed transition from the Foundation Stage to Year 1, nor the extent to which the curriculum was aligned to English standards after the introduction of the recently acquired curriculum resources.
- The curriculum in Arabic as a first language was enriched with extra materials such as short notes on grammar rules that targeted the improvement in students' attainment. The curriculum had a clear rationale. It was broad, balanced, age- appropriate and focused on the development of both knowledge and skills. It closely followed the requirements of the Ministry of Education stated curriculum. The curriculum was interesting, and as a result, enhanced learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum was not consistently or successfully modified in most classes to provide work that closely matched the learning needs of students. In the majority of classes all students did the same work. This did not provide effective support for those who found learning more difficult, or enough challenge to stimulate students who found learning easy.
- For older students, additional curriculum subjects such as business studies, economics and accounts provided additional career-related learning opportunities. High attaining students were also being encouraged to extend their skills in out-of-school competitions and challenges.
- A limited but valuable range of extra-curricular activities, especially in sport, helped students link with other schools. One day focus events such as that on health and safety linked the school with local health services and police officers to give expert guidance to students and links with community members.
- In the Foundation Stage, the school offered Arabic as a First Language for 80-minute per week. The programme based on the Ministry of Education curriculum, covered Arabic alphabet, sound recognition and basic vocabulary.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The policy for child protection had been shared staff. There were adequate procedures in place for protecting students from bullying and from undesirable internet sites. The school had also organised a session for some parents and students that addressed the potential dangers of the internet and social media. However, the majority of students had still not been made aware of these dangers and what steps they could take to protect themselves. Students were well supervised on school transport and at school. Fire drills were conducted regularly. The schools own on-going inspection of the premises was not sufficiently thorough and some areas of the school were consequently not clean or maintained well enough. The school had reliable systems for ensuring students' health and safety, and maintained adequate records of any incidents and subsequent actions. The clinic was adequately organised and offered a range of medical and health promotion services to students. The premises were generally safe and the ground floor facilities were accessible to all students, including those with mobility restrictions. The buildings and equipment were secure and mostly safe. Students received some advice about healthy eating and exercise through the school clinic, and some lessons, for instance, in science. Secondary students were not given sufficient advice regarding the promotion of personal hygiene. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Relationships in the school were respectful and positive so students felt supported and able to seek guidance from adults. All matters relating to attendance and punctuality were followed up efficiently with students and their families. Students with special educational needs were identified quickly with the assistance of two specialist staff, and helpful additional external assessments were often recommended to parents by the school. Support for students with special educational needs was variable. Support was better in the Special Educational Needs Unit where specialist staff gave one-to-one care in improving confidence and learning skills. Support in some classes was inadequate for students with special educational needs because work was not planned to meet their needs. Teachers, Tutors, House masters and mistresses were all available to support students and respond to their concerns and enquiries. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> • The special educational needs coordinator and deputy were dedicated and enthusiastic. • The two specialist staff diligently helped identify a range of learning needs but their guidance to support students was not followed in most classes. Limited resources in classes resulted in inadequate support for identified needs and so students did not make acceptable progress. • Adapting work in class so that students were supported or challenged appropriately was variable across the school and had restricted student progress. • The school worked diligently to involve parents in their child's education but met with only limited success. • Assessments of students' progress were carried out and reported directly to parents. Work in lessons was not routinely or effectively adjusted in light of this information to help accelerate the progress made by students in their learning. Consequently, students with special educational needs made unsatisfactory progress in their academic learning and development. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • The Principal had a vision for school improvement. He had not shared his ideas in ways that secured all staff's commitment to make that vision a reality. He had overseen developments in curriculum and assessment. • Senior leaders and most middle managers were committed to improving the school. Through the committee system, teachers increasingly contributed to the work of the school, for example in developing child protection policy. • Among leadership teams and across the school there was not a consistently shared sense of common purpose in making and sustaining improvements, particularly in teaching for effective learning. • Most leaders at all levels were aware that the school needed to improve. The Vice-principal had an accurate understanding of strengths and weaknesses in teaching and had begun to address these. • School leaders had improved aspects of the curriculum and teachers' use of assessment. Overall, however, the direction of change was uncertain and the pace of change was too slow. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory 
<ul style="list-style-type: none"> The school's self-evaluation processes lacked rigour, and did not lead to an accurate and realistic view of the school's strengths and weaknesses. Monitoring and evaluation of the school's performance, including teaching and learning, was neither regular nor effective. Importantly, it had led to limited improvement in teachers' classroom practice, and had not consistently improved students' outcomes. The school's improvement plan was comprehensive, but was largely reactive to external demands. The school had identified few relevant priorities through its own audit. There had been progress in addressing a minority of the recommendations of the previous report, but much remained to be completed. Many aspects of students' attainment and progress, including Arabic as an Additional Language, had not improved, and some had declined. The pace of improvement was too slow, and the pattern of improvement was irregular. 	

	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> The school had established links to involve parents as partners in their child's learning. The school has surveyed parents' views but a significant minority of parents were not sure if the school took account of these views. The school kept parents informed about the life and work of the school in a range of ways, including the school website and a useful home-school diary. Termly reports on student progress informed parents of marks and grades. They did not inform them about the next steps in learning; nor provide for more detailed comments on how students could improve. The school was increasingly making useful links with the local community and other schools, for example, through trips and visits to local industry and sporting competitions. There was scope for these links to benefit a greater number of students across all phases of the school. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The governing body included parents and staff, the school owner, and representatives from the Pakistani community in Dubai. The governing body sought stakeholder views. For example, it had surveyed parents in the current school session. Governors were supportive of the Principal and had invested in curricular change and resources since the previous inspection. The governing body did not yet hold the school sufficiently to account in its approaches to securing improvements. Governors needed to do more to ensure the school accurately monitored and evaluated its own performance and effectively addressed weaknesses. The governing body had increased resources in response to the previous inspection. These actions had supported modest improvement in a few areas, but other aspects of the school's work had declined. 	

	Overall
Management, staffing, facilities and resources	Unsatisfactory
<ul style="list-style-type: none"> • The daily management of the school was broadly effective. Movement around school was orderly, and school routines such as daily assembly were smoothly organised and provided a respectful and reflective start to the school day. However, there were some inaccuracies in the school timetables. • Staff were suitably qualified and deployed appropriately. They had received some training and professional development but a significant proportion found it difficult to adapt, and to sustain improved approaches to teaching and assessment. • Students too often learned in stale, cramped and poorly-ventilated classrooms that caused personal discomfort to their occupants. The school was surface-clean at best. While there had been adaptations, students and parents remain concerned at the cleanliness of facilities, particularly in respect of the girls' washrooms. • Weakness in science facilities remained unaddressed since the previous report. The school had been resourced to support new curriculum approaches. The programme of Technology refresh did not yet sufficiently support students' use of technology in daily lessons. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	163	19%
	Last year	118	15%
 Teachers	93		91%
 Students	237		76%

- Of those parents who responded, almost all felt their children were developing their understanding of their own and other people's culture.
- A significant minority were concerned about their child's safety on school transport, using the internet, and from bullying.
- Most felt the school offered a good range of curricular subjects and extra-curricular activities and provided adequate resources including technology.
- Almost all felt school reports kept them informed about their child's progress, but wanted more information about how they could improve areas of weakness.
- Most felt the school was led well but a significant minority did not agree the school listened to and took account of their views.
- Most students who responded felt they were making good progress in their key subjects but only the majority agreed that this was so in Arabic as a first language.
- Most students felt resources including technology were adequate. Only the majority felt that the range of extra-curricular activity was sufficient.
- Similar proportions agreed they felt safe on school transport, online and from bullying. Almost all felt their school reports were helpful to their learning. A significant minority did not agree that the school listened to and took account of student views.
- All Teachers who responded agreed the school was well led.
- Most felt included in the school's arrangements to review and develop the curriculum, but a lower proportion felt included in discussion about how the school planned to meet its National Agenda targets.
- Almost all teachers felt students were safe in school, on school transport, online and that the school dealt well with bullying.

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

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

How to contact us

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