

# Inspection Report



## Grammar School 2014-2015



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## School information



### General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1974
Website	www.grammarschooldubai.com
Telephone	04-282-4822
Address	Al Garhoud, Dubai
Principal	Dr. Patricia D'Cruz
Language of instruction	English
Inspection dates	23 <sup>rd</sup> - 26 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	FS 2 - Year 12
Number of students on roll	993
Number of children in Pre-K	0
Number of Emirati students	24
Number of students with SEN	94
Largest nationality group of students	Pakistani



### Teachers / Support staff

Number of teachers	41
Largest nationality group of teachers	Indian
Number of teacher assistants	6
Teacher-student ratio	1:25
Number of guidance counsellors	0
Teacher turnover	47%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK / MoE
Standardised tests / board exams	IGCSE AS/A
Accreditation	No

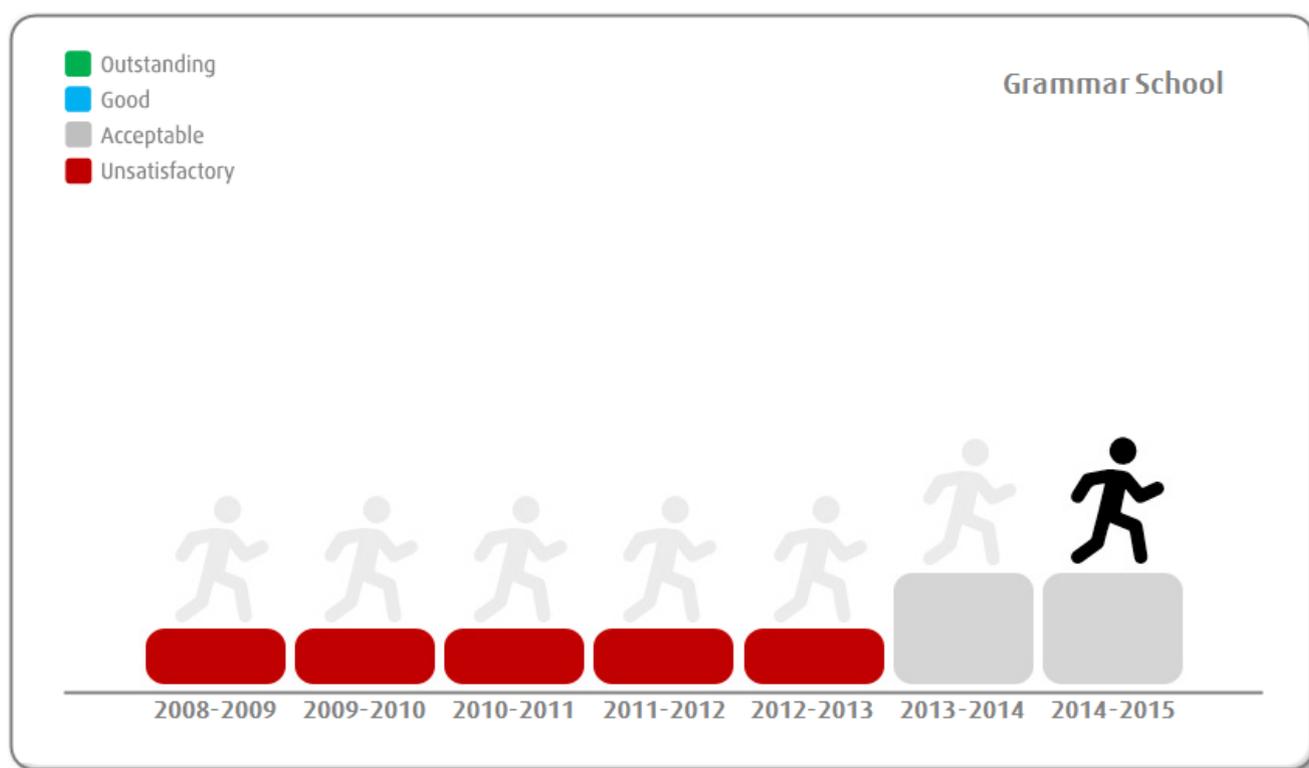




Dear Parents,

Grammar School was inspected by DSIB from 23<sup>rd</sup> - 26<sup>th</sup> March 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' showed good levels of personal responsibility, positive attitudes and good behaviour.
- Students' made rapid progress in learning conversational English, from their different starting points upon joining the school.

### Areas for improvement

- Improve students' progress in Arabic as an additional language so that attainment is at least acceptable.
- Improve students' progress in learning science in the primary grades by ensuring that they acquire accurate knowledge of the subject.
- Develop students' learning skills, especially those of enquiry and independence.
- Improve the teachers' focus on the learning outcomes of lessons; specifically, what students should know and be able to do by the end of each lesson.
- Use information gathered from assessing learning more effectively, so that it modifies what teachers teach and what students learn.
- Improve the governance of the school so that the Advisory Board holds the school's leaders accountable for their work.

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 Grammar School



### How well does the school perform overall?

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

- Students' attainment of the curriculum expectations was mostly acceptable. The exceptions were in the learning of Arabic as an additional language and science in the primary phase, which were unsatisfactory due to unsatisfactory progress. The attainment of students learning mathematics in the post-16 year was also unsatisfactory. The children in the Foundation Stage and most of the older students were developing acceptable learning skills. However, they were not becoming independent inquirers early enough in their schooling. They cooperated well on tasks together and demonstrated enthusiasm for learning in most lessons. Their skills at doing independent research and using computers for school tasks were developing slowly, compared to students of similar ages in Dubai.
- The children in the Foundation Stage and students generally demonstrated good personal responsibility. Their understanding of Islamic values was acceptable, as was their awareness of local and global cultures. Their levels of community and environmental responsibility were acceptable overall.
- The quality of teaching was broadly acceptable. It was strongest in English lessons and weakest in Arabic language lessons. More than a few lessons featured unsatisfactory teaching, while a few lessons featured good teaching. Assessment of learning was of acceptable quality overall. Some subject departments were better at assessing learning than others. The use of assessment information was uneven. Some teachers were able to adjust their teaching following assessments, but others were not.
- The curriculum was of acceptable quality overall. It met the learning needs of most, but not all students.
- The provision for students' health and safety was of acceptable quality, as was the quality of support provided to students, including those with special educational needs.
- The quality of leadership throughout the school was acceptable overall. As with teaching, leadership quality varied and ranged from unsatisfactory to good. The school's plans for improving were clear, but the internal evaluation of quality was too generous on many indicators. The links between the school, parents and the local community were of acceptable quality. The governance of the school was unsatisfactory; the Advisory Board did not hold the school leaders accountable for their actions. The daily management of the school, the facilities and resources were of acceptable quality. However, the high staff turnover negatively impacted on the overall quality of teaching and learning.

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



- The progress made by students with special educational needs was acceptable overall.
- Curriculum modifications in the classrooms were not always individualised to meet the learning needs students.
- Support for these students was provided by the special educational needs coordinator and two middle level leaders during lessons and individually two days a week during the activity periods.

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

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

↑ 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	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

## 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	Acceptable
Parents and the community	Acceptable
Governance	Unsatisfactory
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- Students' showed good levels of personal responsibility, positive attitudes and good behaviour.
- Students' made rapid progress in learning conversational English from their different starting points upon joining the school.

## Changes since the last inspection

- There were 20 new teachers who had joined the school since the end of the previous school year, replacing those who had left.
- The overall enrolment of students was lower by approximately 180 students, representing twelve percent of the total school roll.
- There was a new coordinator for the provision of special educational needs.
- There were three new school buses for transporting students.
- The provision of computers had improved with the addition of 50 new tablet devices.

## Recommendations

- Improve students' progress in Arabic as an additional language so that their attainment is at least acceptable.
- Improve students' progress in science in the primary grades by ensuring that they acquire accurate knowledge of the subject.
- Develop students' learning skills, especially those of enquiry and independence.
- Improve teachers' focus on the learning outcomes of lessons; specifically, what students should know and be able to do by the end of each lesson.
- Use assessment information effectively so that it modifies what teachers teach and what students learn.
- Improve the governance of the school so that the advisory board holds the school's leaders accountable for their work.

 Improved from last inspection

 Declined from last inspection

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

### 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	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, most children demonstrated acceptable levels of knowledge and understanding in language development and emergent literacy. These were in line with international standards and the Early Years Foundation Stage curriculum standards, followed by the school. Assessment information indicated that most children made acceptable gains in their knowledge, skills and understanding in literacy in relation to their assessed starting points, and as measured against learning objectives.
- Most children demonstrated acceptable understanding of mathematical concepts and skills that were in line with the Early Years Foundation Stage standards. Most children made the expected progress in relation to their assessed starting points and as measured against learning objectives.
- Most children demonstrated acceptable levels of scientific knowledge and emerging inquiry skills, such as observing plants and using scientific vocabulary. Most children made acceptable gains in their scientific skills and understanding in relation to their assessed starting points and as measured against the learning objectives in lessons. Evidence from workbooks, progress records and portfolios supported this.

### Primary

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

- Students in primary Islamic Education classes could recite short Surahs correctly and had appropriate knowledge of the Prophets, the Year of Sadness, and the recitation rules of Idgham and Izhar. They made acceptable progress in understanding Isra and Miraj, the consequences of bad deeds, and applying Ikhfaa rule on Qur'anic verses.
- Students learning Arabic as their first language knew poems by heart; they had knowledge of grammar rules, but used colloquial Arabic occasionally. They made acceptable progress in understanding stories and poems, identifying synonyms and antonyms, and using the acquired new words in oral and written sentences correctly.

- In Arabic as an additional language, most students acquired new vocabulary. This was used more clearly in Years 3 and 4 in their composition of short sentences. In Year 6, although a majority of students could read short texts, they were unable to understand what they meant. Overall, students' speaking, reading comprehension and writing skills were underdeveloped. They made slow progress as a result of weak teaching and inadequate levels of challenge in lessons.
- Students' English speaking skills improved rapidly, particularly when they were encouraged to give extended answers to their teachers' questions. Students enjoyed ordering events and undertaking instructional writing. Students made acceptable progress in developing their writing skills. Students joined the school at different ages, often with no English language skills. A range of initiatives, including sounding out letters to make words, helped them to achieve acceptable standards in the English curriculum.
- In mathematics most students could calculate a mean average from a small group of numbers and some could interpret data and graphs. Few students understood the purpose or applications of a mean average. Most students could distinguish between the 'x' and 'y' axes and plot straight lines on graphs. Their progress in learning numbers was strong, but it was weak in terms of application and reasoning skills.
- Students' were able to make use of hands-on activities to acquire the expected understanding of scientific concepts, such as inhaling and exhaling. At times they found it difficult to link their practical work to prior learning. They made very weak progress because of their teachers' weak understanding of the subject and how students learn about science.

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

- In Islamic education, most students knew the compulsory nature of congregational prayers for male adult Muslims and had secure knowledge of how the universe was created. They made acceptable progress in understanding the exact steps latecomers must follow to complete congregational prayers and the evidence from the Holy Qur'an and Hadeeth about creation.
- Students learning Arabic as their first language showed acceptable reading and comprehension skills, and could express themselves clearly. However, there was a colloquial influence. Their writing was the least developed skill. They made acceptable progress in understanding texts, using new words in sentences, and identifying similes in poems.
- In Arabic as an additional language, most students showed levels below expectations in their listening skills. Too few students responded adequately to teacher's instructions. Although some could read texts sufficiently too many were unable to understand what they meant. The more able students could give brief introductions about themselves, including their names, ages and countries of origin. Many students made slow progress with only a minority being able to read longer texts in the upper grades. However, their comprehension was limited. Others were struggling in their reading and writing and speaking skills were generally weak.

- A close focus on improving extended English writing skills improved students' progress in expressing themselves in essays, story writing and composing short poems. Speaking skills were progressively developed and enhanced. Students were encouraged to debate their ideas informally in classes and express their opinions, especially on poetry and literature. Students' attainment as reflected in the examinations at the end of Year 11 was less positive than shown in books or in classes. The quality of their work indicated acceptable progress and attainment.
- Nearly all students in mathematics could do appropriate tasks, being able for example, to identify the formula for the area of a trapezium. Most could apply the formula to calculate the area. A few could offer good examples of the application of this learning to speed and velocity in physics problems. Progress was generally better by girls than boys.
- In secondary years, students demonstrated acceptable understanding of the basic concepts in the three sciences. They were able, to apply collision theory and activation energy in new situations and describe the beneficial uses of bacteria. They used practical work to improve their understanding of scientific concepts. They measured their own blood pressure, which enabled them to understand systolic and diastolic pressures. They were able to answer questions and solve problems of appropriate challenge. In some lessons, their progress was not enough, due to the limited opportunities to learn through investigative research.

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

- In Islamic education, students had proper knowledge of marriage and social principles in Islam, the lawful and unlawful sources of income, and the spiritual rank of Ihsan. They made acceptable progress in understanding the rulings on divorce, the reason for the prohibition of gambling, and its negative effects upon individuals and society.
- Students in Arabic as a second language had proper knowledge of grammatical analysis. Their reading and writing skills were adequate. However, they were less fluent in speaking standard Arabic. They made acceptable progress in understanding the styles of praise and dispraise, reading the texts under study, and identifying grammar rules in sentences.
- Some mathematics students could find probability outcomes. A few could understand the impact of probability on an organisation, they demonstrated the confidence to investigate the social and moral effects. Progress was better for students from the science stream than those from the commerce stream.
- In post-16, science students' attainment and progress were acceptable. Students demonstrated the expected knowledge and understanding of scientific concepts, they knew the differences between the organelles of plant and animal cells, the refractive indices of different media, and the roles of proteins and lipids in cell membranes. They were able to apply formulae to solve problems. Students were able to answer questions of appropriate challenge. Their progress was hindered by excessive dependence upon their teachers to extend learning beyond the curriculum expectations.

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students' learning skills were strongest in Islamic Education, Arabic as a first language and English. In these subjects students were given more responsibility for their learning. Independence was encouraged, and they collaborated successfully with their peers.</li> <li>Nearly all students showed positive attitudes towards learning and worked harmoniously with each other. Older students especially the girls took more responsibility for their own learning. Some students were aware of their strengths and weaknesses, a noticeable example being in year 9 science lessons.</li> <li>Some students gained knowledge, skills and understanding readily with older students applying these confidently and accurately to new learning contexts. A few could apply their skills to problems reflecting real life situations, both familiar and unfamiliar. Some could make connections across subject areas. However this skill was not consistently observed.</li> <li>A few students showed independent research skills; for example a few used tablet computers well in a secondary science lesson. Higher order thinking skills, reflection and critical thinking were best demonstrated in English and Islamic Education lessons. However, these were rarely observed across all phases and subjects in the school.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Good 	Good 	Good 	Good 
<ul style="list-style-type: none"> <li>Students were friendly and had positive attitudes towards their learning. They were willing to collaborate in class work when given the chance. They showed personal responsibility. They did not leave litter after lunch break and they helped younger students on and off the buses.</li> <li>Students' behaviour was good in lessons and around the school. They were self-disciplined in their interactions with peers, courteous towards staff members and offered greetings to visitors.</li> <li>Students had positive relationships with the staff and felt safe at school. Older students monitored traffic in the halls and stairs, and cared for the younger students' safety.</li> <li>Students followed healthy eating habits at school and were well aware of the dangers of smoking cigarettes. They knew the importance of physical education and participated in warm-up exercises before lessons began.</li> <li>Students were punctual to classes and demonstrated a good level of attendance. However, the attendance of students in the higher grades was less than good.</li> </ul>				

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

- Most students had clear understanding of how Islamic values affected the society of Dubai. They were very enthusiastic about the Islamic club. They showed high respect for the Holy Quran. In the Foundation Stage children had age-appropriate understanding of basic Islamic concepts.
- Students identified some cultural heritage of the UAE, such as pearl diving and dhow building. They were familiar with national celebrations such as Flag Day. They were able to talk about the main landmarks in Dubai. Children in the Foundation Stage celebrated the cultural events of the UAE.
- Students had good appreciation and pride of their own cultures. However, they did not have deep understanding of other religions and cultures represented in the school.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

- Students participated actively in the school community as class assistants, prefects, and members of student councils. They were adequately involved in charity and breast cancer awareness campaigns.
- Students had positive work ethics and collaborated on projects when given the opportunity. Older students were involved in clubs and a business fair.
- Students demonstrated good awareness of environmental issues and participated in events such as recycling and the 'Clean-Up the World' campaign.

### 3. How good are teaching and assessment?

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

- Most teachers knew their subjects very well and understood how their students learn, but some did not. In the Foundation Stage and early primary years, some teachers had weak subject knowledge and did not fully understand how young children learn. Consequently, students learned incorrectly.
- Lessons were planned using a common format with clearly stated learning objectives. Often the learning outcomes were not specific enough to measure students' progress. Many teachers used computers and projectors. However, sometimes this did not facilitate learning and was a distraction, such as animations in the primary years. Teachers had collectively created a positive climate for learning with praise and reinforcement of students' good learning habits.
- Some, but not all teachers ensured that students were sufficiently engaged in their lessons. In the upper years teachers' questioning was more skilful and encouraged students to think and ask questions. In the lower years, teachers' talking was excessive, leaving students disengaged from the lessons.

- Some teachers recognised that different groups and individuals had different learning needs. Teaching strategies rarely served the needs of all students and frequently failed to take adequate account of the learning needs of the lower and higher achieving students.
- The development of students' enquiry, reflection and critical thinking skills was difficult for nearly all teachers. Many teachers did not allow students to take responsibility for their own learning, particularly in the Foundation Stage and lower primary years. The promotion of independent learning was inconsistently offered. Rarely did teachers give ample time for reflection, or require their students to reason and think deeply about a topic.
- In Arabic as a first language, most teachers had appropriate subject knowledge but used colloquial Arabic occasionally. They planned adequately and used ICT in most lessons. Primary teachers used appropriate additional resources. Interactions with students were cordial and the use of good questioning was limited. There were very limited opportunities for group work and teacher talk was dominant in a minority of lessons, which limited opportunities for independent learning and challenging activities.

	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The school's internal assessments were appropriately linked to the curriculum standards in the secondary and post-16 phases. The alignment of these assessments with the curriculum expectations was weaker in the Foundation Stage and primary phases.
- The school had suitable processes for comparing its students' outcomes with those internationally, through the International General Certificate of Secondary Education exams and Advanced Subsidiary respectively. In the Primary phase, students' learning outcomes were not externally benchmarked.
- The school tracked the progress of individual students, such as Emiratis and special educational needs students. The tracking of students sometimes lacked accuracy and did not influence teaching. Foundation Stage assessment procedures were in place, but teachers did not accurately track and record children's progress against the curriculum statements.
- The analysis of the assessment data had only limited effects upon lesson planning and curriculum modifications. It compared outcomes in one subject to those in others, with little attention to specific skills or competencies.
- Many teachers did not know their students' strengths and weaknesses well enough to provide them with different tasks to meet their learning needs. Written comments given to students were of limited effect and they did not give students guidance on how to improve. Report cards did not contain guidance for students about their next steps in learning.

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum was acceptably broad and balanced and followed closely the National Curriculum of England. This allowed most students to make acceptable progress.</li> <li>Progression through the various subjects was planned to allow continuity of learning, which was especially valuable to students who joined the school at different ages. Preparation for students before they moved to a new phase, or from the school to further education or careers were all acceptably planned.</li> <li>There was limited enrichment to the curriculum. It was functional and based predominantly on gaining knowledge. In science lessons, for example, there was a closer focus on knowledge than on skills. Throughout the school, the opportunities to study and improve computer skills were underdeveloped.</li> <li>Cross-curricular links were still developing, they were not consistent across subjects or within subject departments. Critical thinking and research opportunities, except in homework projects, were sometimes planned but not consistently enhancing the curriculum.</li> <li>Review of the curriculum to ensure it was meeting students' needs and enabling their progress was a regular feature in the mathematics and English departments, but was irregular in the other subject departments.</li> <li>The school aligned its Arabic as a first language curriculum with Ministry of Education standards and complied with required time allocations. The curriculum was limited to the prescribed textbooks and teacher-made worksheets. Planning and progression were adequate but there were limited enrichment materials to enhance the language skills of students and cross-curricular links were insufficient.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school made acceptable provision for groups of students in lessons, through planned activities that matched their abilities. However, this was not consistently done. It varied between subjects and classes within the same subjects, and also for students with special educational needs.</li> <li>Curriculum choices for post-16 students were in the science or commercial courses available prior to their move to further education or the world of work.</li> <li>There were a few planned opportunities for students to extend their studies or find enrichment in learning beyond their classrooms and the school site. Visits to a park, important cultural centres such as the Blue Mosque, and to career related events provided limited but valuable additional experience and knowledge for students.</li> <li>In Arabic as a first language, the school offered three 20-minute sessions per week for all of the 143 children in Early Years. Classes for Arabs and non-Arabs were combined and the school programme targeted basic vocabulary and common phrases at non-native level.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school had adequate child protection arrangements in place, but did not do enough to raise the awareness of the formal child protection policy. The arrangements provided students with acceptable protection against bullying, abuse, and the potential dangers of the internet.</li> <li>The school had appropriate arrangements to keep students supervised and safe on all school premises and on school transport. However, some primary age students, were able to leave the school campus at dismissal time through the main gate without the company of their parents. Some chemicals in the science laboratory were not stored in a completely safe manner.</li> <li>The school collected information about the quality of the building on a regular basis and kept appropriate records. Maintenance was carried out internally to keep the building in a functional condition.</li> <li>The premises and equipment were suitable for the learning needs of most students.</li> <li>The school clinic played an acceptable role in promoting healthy living. The staff conducted seminars that raised students' awareness of the importance of exercise, staying fit, and eating balanced meals. Healthy living was not fully embedded in the daily aspects of school life.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Staff and student relationships were positive and behaviour was managed adequately in most, but not all classrooms. Most teachers knew their students well, and were aware of their students' academic and social needs. Students demonstrated respect for adults and most behaviour was appropriate.</li> <li>The school reported a good average attendance rate. However, the attendance rate in the upper years was much lower. Attendance and punctuality were managed acceptably well in the lower levels, but among older students attendance varied greatly from class to class.</li> <li>The school's policy for admitting students with special educational needs was inclusive. The process of identifying students with special educational needs was acceptable. Once students were identified, the pertinent information was shared with classroom teachers.</li> <li>Personal support for students with special educational needs was provided by the coordinator and two middle level leaders. As a result of the support provided, students with special educational needs made acceptable progress.</li> <li>While students reported that the staff responded to their individual needs, a more formalised structure for guidance and advice was needed, particularly in the upper years, when students were making university and career choices. The school generally provided a caring atmosphere for its students.</li> </ul>				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The quality of leadership and management of special educational needs was acceptable. The programme was supported by a newly hired coordinator and two middle level leaders assigned to the lower and upper levels of the school. Professional development for the leaders was provided to assist them in developing a more effective programme for students.</li> <li>The identification of students with special educational needs included an acceptable data collection process. The policy focused on early identification and assessment to support students with special educational needs. The school valued the individuality of the children and supported full inclusion in the regular classroom.</li> <li>The classroom modifications listed on teachers' lesson plans were not always appropriate for the students' ability levels. None were individualised for meeting students' learning, social, emotional, or language needs. Some students were provided with worksheets designed for lower attainment expectations.</li> <li>Parent partnerships were still being developed by the school. Parents were invited to meetings and signed Individual Education Plans, but a parents few disagreed with the contents of those plans.</li> <li>Students' progress was assessed for their knowledge of content rather than specific learning or behavioural development. The teachers' lesson plans provided only one modification for all students. When the teaching was good, students' needs were addressed and progress was made.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>The school enjoyed leadership from committed people who worked for the improvement of the school, but there were too few of them. The school's vision and direction were clearly outlined, but changes in personnel meant that some leaders had only been in the school for a few months.</li> <li>Leaders had created measures to address the many recommendations from the last inspection report but the results of those measures were uneven.</li> <li>Some leaders were unclear on their roles and responsibilities, as communication within the leadership team was of varying quality.</li> <li>Some, but not all leaders demonstrated a capacity to identify weaknesses and foster improvements. For example, some could use data skilfully to monitor the school's work, but others could not.</li> <li>The leadership team as a whole had achieved some success in realising improvements over the past year.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• All leaders participated in the self-evaluation process to some extent, but the judgements they made were frequently too optimistic.</li> <li>• Monitoring and evaluation of the school's performance, including teaching and learning, was carried out methodically in some parts of the school. The focus was mostly on teachers' work rather than students learning.</li> <li>• The plans for school improvement were based upon the recommendations made by the previous school inspection.</li> <li>• The improvements that were made over time were marginal but visible, with some positive effects upon the experiences of students.</li> </ul>	

	Overall
<b>Parents and the community</b>	Acceptable
<ul style="list-style-type: none"> <li>• There was some parental involvement in the school. Almost all parents held full time jobs, but they attended special events and parent-teacher days. Parents had been consulted on some aspects of the school's plans, for example, the construction of a new playground for the younger students.</li> <li>• Communication between the school and parents was regularly carried out. The learning diaries that students kept, ensured that parents were well informed about their children's progress and behaviour. Teachers and leaders were almost always available to discuss school matters with parents, who felt welcome at the school at all times.</li> <li>• Formal reporting was carried out twice per year across the normal range of subjects, including providing comments by teachers. Report cards lacked specific steps for students to take in the future to improve their knowledge and skills. Parents were reasonably well informed about their children's standing in all subjects.</li> <li>• Community links were part of the school's work and they added to the experiences of students in meaningful ways. Field trips to a variety of destinations around Dubai, support for war-torn countries and formal events organised by Dubai Municipality and the Dubai Electricity and Water Authority were provided.</li> </ul>	

	Overall
<b>Governance</b>	Unsatisfactory
<ul style="list-style-type: none"> <li>• There was some involvement of parents in the advisory board, as well as by a few other stakeholders. For example, the board of 12 members had representatives from another school and several different professions. They met regularly and kept minutes of their discussions. They also ensured that statutory requirements were met.</li> <li>• The advisory board had been unable to ensure the accountability of the school's leaders for their actions and the outcomes for students. For example, board members were unaware of the quality of different aspects of the school's provision, nor were they aware of the academic outcomes of the school in the Foundation Stage or primary phase.</li> <li>• The influence of the advisory board upon the school's performance was beginning to be visible, but their formal responsibility for this aspect, was not clearly established by the school's owners. Board members were unsure of their roles and the extent to which they could influence the overall programme.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Acceptable
<ul style="list-style-type: none"> <li>• The management of the day-to-day life of the school was mostly effective, but there were shortcomings. For example, a classroom full of students was left unsupervised due to the absence of the regular teacher.</li> <li>• There were sufficient and suitably qualified staff members in almost all classrooms. The high number of new teachers and recently replaced teachers meant that students did not enjoy the benefits of a stable teaching staff. Teachers were effectively deployed in almost all cases. A few lacked subject knowledge, particularly in primary science lessons and secondary English lessons.</li> <li>• The school premises were largely appropriate for delivering the curriculum. There was sufficient room for students in almost all classrooms and the common areas were decorated to stimulate and exemplify students' learning. There were not enough places for students to sit while eating their lunches and the outdoor play areas lacked enough shaded space.</li> <li>• The quality and range of resources were adequate to support teaching and learning and had been improved from the previous inspection. For example, there were more computers for students to use but access to the internet was still limited. The resources for learning science were in short supply in a few lessons, meaning that students did not have opportunities to fully develop their investigative skills.</li> </ul>	

## 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
 <b>Parents*</b>	<b>This year</b>	153	49%
	<b>Last year</b>	109	55%
 <b>Teachers</b>	13		28%
 <b>Students</b>	74		36%

- About half of the parents and a third of the teachers and senior students responded to their surveys.
- Parents were largely positive in their opinions of the school's provision.
- Parents were likewise positive about the school's outcomes, with the exception of their children's progress in learning Arabic and their safety when riding the school's buses.
- Teachers were collectively positive in their opinions about the school on all aspects.
- Senior students largely agreed with their parents, but more than a few believed that the range of extra-curricular activities available to them was less than good.

\*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](mailto:inspection@khda.gov.ae)