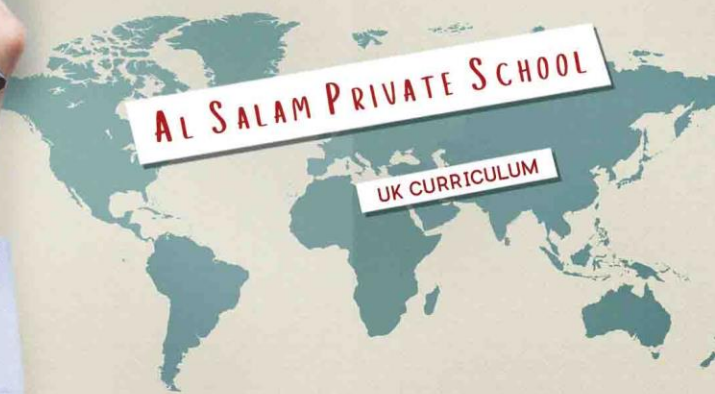


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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School information

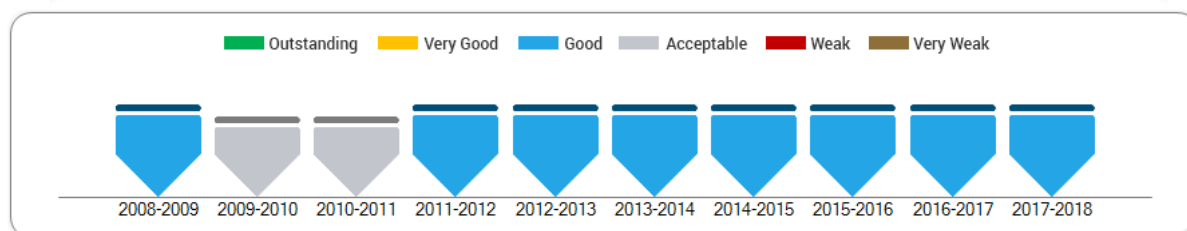
General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1988
Website	www.alsalamschool.ae
Telephone	0097142679594
Address	Al Qusais Al Nahda 2P.O. BOX 5251
Principal	Kausor Amin-Ali
Principal - Date appointed	8/1/2017
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	79
Largest nationality group of teachers	Indian
Number of teaching assistants	28
Teacher-student ratio	1:15
Number of guidance counsellors	5
Teacher turnover	14%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	FS1-Year 13
Number of students on roll	1181
Number of children in pre-kindergarten	0
Number of Emirati students	211
Number of students with SEND	56
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE and AS.
Accreditation	None
National Agenda benchmark tests	GL, IBT

School Journey for Al Salam Private School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Al Salam Private School was inspected by DSIB from 16 to 19 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Strong leadership remains a key strength and there is a renewed direction to hold leaders to account for raising students' achievements. The governing body is well placed to support rigorous performance management procedures linked to students' outcomes. There is a general recognition of the need for improved self-evaluation skills and increased levels of professional development for leaders to make improvement plans successful. The partnership with parents and the community has improved significantly.

Students' achievement

The achievements of students are strongest in the secondary phase with outstanding IGCSE results. Post-16 results dropped last year in mathematics and science. Elements of English are developed well resulting in very good examination results. Levels of attainment in Islamic education are stronger in the secondary and post-16 phases and good attainment is maintained in Arabic studies. Students' learning skills are well developed particularly in the secondary and post-16 phases.

Students' personal and social development, and their innovation skills

Students have very responsible attitudes and the school presents a harmonious, setting with an exceptional understanding and appreciation of Islamic values. Effective participation in the wider community has increased students' understanding of different aspects of life in Dubai. The personal development and social responsibility of students remains very strong.

Teaching and assessment

Enquiry-based learning and questioning that encourages critical thinking are positive features of teaching. Other strengths include subject knowledge and inclusive lesson planning. Assessment is stronger in the secondary phase where students precisely identify their learning successes. The school is data-rich with assessment information but it is not used sufficiently well in setting individual targets.

Curriculum

Curriculum activities place greater emphasis on student-initiated and enquiry-based learning. Productive links are made between subject areas to consolidate learning and apply it to new contexts. The use of mental strategies and problem solving in mathematics has declined. Curriculum initiatives have improved creative learning and there are clear links to UAE culture and society.

The protection, care, guidance and support of students

Relationships at all levels are harmonious, respectful and caring. High expectations for good conduct are agreed by all. Students' with special educational needs and disabilities (SEND) are very well supported with classroom interventions. Identification of gifted and talented students is developing. The family ethos of the school ensures all students receive high quality guidance and support.

What the school does best

- The outstanding Year 11 examination results in English, mathematics and science
- The excellent ethos for caring, protecting and supporting students of all abilities, including those with SEND.
- The strong and clear vision for the school based on a perceptive analysis of needs and improvement planning.
- The highly effective personal development of students, their contribution to social responsibility and their demonstration of Islamic values.
- The very effective and supportive links with parents







Key recommendations

- Improve teaching in all phases, but particularly in the Foundation Stage and primary phase, by:
 - Effectively measuring students' progress in all lessons and over time
 - ensuring all leaders monitor students' learning outcomes to provide a consistent and verifiable measure of their progress as they move through the school
 - providing appropriate levels of challenge to match the different abilities of students.
- Improve attainment and progress in Islamic education, especially in the primary phase, by:
 - providing more consistent learning tasks that interest and stimulate students
 - improving the consistency of teaching and learning practices in Arabic and non-Arabic speaking classes
 - using established, whole-school assessment practises and curriculum descriptors to challenge students of all abilities.

Overall School Performance

Good

1. Students' Achievement

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good	Good ↓
Assessment	Good	Good	Very good	Good ↓

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment when measured against the National Agenda Parameter (N.A.P) is below expectations in mathematics and English and meeting expectations in science.
- The school meets the registration requirements for the N.A.P.
- The new principal, together with the governors and leadership team, have a very strong commitment to the National Agenda and have outlined a strategic action plan to drive the implementation of all national priorities.
- Data from the N.A.P have been analysed accurately and triangulated with internal assessment data. Subject leaders are working with teachers to implement the action plan that results from the analyses in order to improve outcomes for students.
- The modified science curriculum is enabling students in all phases to undertake more investigative work. Mobile laboratories have been established to support improvements in practical science. A language development strand has been introduced in all subject areas.
- Strategies for matching work to students' abilities are evident in most teachers' plans. Teachers' understanding of how to use data to adjust learning tasks is inconsistent resulting in a variable quality of implementation.
- Students are set targets and have some understanding of their strengths and weaknesses. Critical thinking is stronger in English and science. Learning technologies are used more frequently for research. The opportunities for problem-solving in mathematics are limited.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.**
ii) **Learning and Intervention.** iii) **Personalisation**

- School leaders, including governors are at an early stage in developing a thorough understanding of Emirati students' achievement. The planning of effective strategies to improve the potential attainment of these students is underdeveloped. Feedback to parents on their children's progress is not sufficiently detailed to identify how to close the gap between their attainment and that of their peers.
- There is awareness at senior level of the underachievement of Emirati students based on increasingly effective analyses of Cognitive Ability Tests 4 (CAT4) data. However, the wider implications of data analysis are not shared with staff and there is insufficient drive to encourage teachers to monitor the progress of this group of students, and set them clear targets to improve their attainment.
- The basic awareness of the gap in achievement between Emirati and other students is of significant concern. The importance of developing the skills of verbal reasoning for students to improve their critical thinking and learning skills is not recognised. There are no significant strategies in place to address underachievement by Emirati students.

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

Moral Education

- A holistic approach is taken to moral education with two 30-minute stand-alone periods per week in Years 2 to 6, and a 50-minute lesson per week in Years 7 to 10.
- Cross-curricular links are made where there is a natural fit and teachers volunteer to match the learning objectives with their own subject areas in line with the school's cross-curricular ethos.
- Value-led education is not new to the school and moral education builds on students' prior knowledge and influences their actions both at school, at home and in the community.
- Assessment in these discrete areas of the curriculum is not formalised.

The school's implementation of the UAE moral education programme is under developed.

Social Studies

- The curriculum builds and strengthens conceptual understanding that is an essential part of social inquiry. Knowledge and skills are balanced thoughtfully to provide logical progression and continuity.
- Teachers plan meaningful experiences for learners and this ensures a positive learning environment. However, lessons are often too teacher-directed, lacking opportunities to set different challenges for all abilities.
- There is a strong ethos at the school for independent, research-based learning often set as homework. Collaborative group work is effective and students comment on each other's contributions.
- Ongoing assessment is generally linked to the appropriate curriculum standards and used to inform next steps in teaching.

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


Innovation in Education

- Students have opportunities to create and innovate through the digital learning programme in school, coding in the early primary phase and the newly introduced 'Music Information Technology' programme for Years 3 to 9.
- As a result of involving almost all students in community support and outreach, provision for the development of students' social responsibility is very strong. Innovation skills, including the mindful use of technology, are being developed well.
- Teachers of English and science, particularly in the secondary phase, are skilled in asking probing questions and delivering open-ended activities that promote and develop critical and innovative thinking.
- Strategies, such as the Socratic debates, which require students to collaborate and be responsible for presenting their own learning in lessons are built into curriculum planning.
- There is a clear commitment by governors and leaders to drive the innovation agenda and they support subject innovation planning well, including the drive for technology in learning.

The schools' promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

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

- Attainment in Islamic education is stronger in the secondary and post 16 phases, particularly for students who speak Arabic as a second language, where understanding of Islamic concepts and principles is more evident. In the primary phase, learning is often limited to recall of factual information.
- In all phases students' acquisition of knowledge is stronger than their application of skills and understanding. For example, Hadeeth and Holy Qur'an recitation, and the analysis of the main events of the Prophet Muhammad's (PBUH) life, are insufficiently connected and interpreted to present day life.
- Attainment in the secondary phase is good as a result of more opportunities for students to interact and work collaboratively. A deeper level of understanding is gleaned by independent learning tasks, although it is more evident in Islamic lessons for students of Arabic as a second language.

For development


- Enable students to make connections between knowledge and skills learnt and their own real life contexts.
- Track the progress of all groups of students more rigorously, especially identifying the different learning opportunities for students who speak Arabic as a first language and those who speak it as a second language.

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

- The attainment and progress in Arabic as a first language for most students are good across the school as indicated in test results and written work. Students engage well in age-appropriate topics. Those with learning difficulties receive good support and make good progress.
- Students are competent in speaking correct Arabic and using appropriate grammar, enabling them to acquire good standards in reading, listening and speaking. Primary phase students make particularly good progress in developing writing skills.
- Links to UAE cultural practices are identified in the planning for almost every lesson. This has a discernible impact on students' motivation to learn. They acquire language skills at a quicker rate when learning is purposeful and they are able to reflect on their own experiences.

For development


- Use the best examples of teaching and learning to increase the opportunities for students' engagement in reading activities.

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

- Students make good progress across the school when compared to their starting points. They are nearly always positively engaged in their work. Although attainment is good by the end of each phase, it is variable in different year groups, ranging from good to acceptable as shown in internal examination results, lessons and written work.
- Inconsistent attainment is partly due to underdeveloped speaking skills. Students show acceptable competencies in speaking using common, high frequency words and short sentences to describe, for example, their likes and dislikes. Their skills in reading and listening are stronger.
- Teachers regularly use technology to make learning more stimulating and enjoyable. They continue these strategies by placing appropriate emphasis on learning tasks that students can link and apply to their daily lives.

For development


- Improve the range of strategies to help improve student confidence to orally express their ideas in lessons.

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

- Most students arrive at the school with limited skills in the English language. As they progress through the school, these skills develop rapidly and by the time they sit their IGCSEs, attainment is at a very high level.
- A strong focus throughout the school on speaking and listening enables students to acquire strong language skills. Reading and writing skills develop well for additional language learners, and by the time they reach Year 11, they can write fluently, accurately and with expression.
- Recent initiatives support further development of oral skills via debate in lessons, for example through the primary oracy lessons and the i-programmes in the secondary phase. The 1:1 reading sessions and the 'Read Theory' programme are boosting the development of primary students' reading skills.

For development


- Provide opportunities to students in the primary phase which help them develop inferential understanding of texts.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Good	Good	Very good	Good ↓
	Progress	Good	Good	Very weak	Good ↓

- Attainment and progress are stronger in the secondary phase, and particularly at the end of the phase where students are able to identify their achievements and the next steps in their learning. In the primary phase there is insufficient emphasis on mental mathematics that limits the progress of some groups of students.
- Students demonstrate a strong interest and desire to succeed. They exude a willingness to implement mathematical methods. However, there are too few opportunities for students to deepen their understanding of the language of mathematics, undertake extended problem solving and develop mental mathematics skills.
- Recent improvements have been made to lesson planning that identify appropriate tasks linked to students' abilities. The plans are not always implemented accurately resulting in under-achievement for some groups of students. Challenges are greater in the secondary phase because students access course content for older year groups.

For development

- Implement regular mental mathematics tasks in all year groups.
- Provide rigorous professional development for teachers in the primary phase to improve their mathematical subject knowledge.
- Use data to provide appropriate challenge and frequent problem solving activities in mathematics lessons.

		Foundation Stage	Primary	Secondary	Post-16
Science 	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good

- In the general sciences and in discrete biology, chemistry and physics, students learn at a brisk pace in all phases. Students maintain focus and enthusiasm for science because teachers provide challenging learning opportunities and employ a variety of strategies in most lessons.
- In the secondary phase, IGCSE results are outstanding. In all science topics, the acquisition of knowledge by students is strong. They are given opportunities for enquiry and they respond positively to all aspects of investigative science.
- The maintenance of very high levels of attainment in secondary and post-16 phases is, in part, due to the use of critical thinking and independent learning, successfully embedded in the revised curriculum.

For development

- Share the best teaching practices that set individual student targets based on assessment data and monitor the impact this has on progress.
- Make use of technology in lessons a more consistent feature to enable all students to achieve the standards they are capable of in each school phase.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Good	Good	Very good	Very good

- Students develop learning skills that are at least above the levels for their ages. However, the degree to which they are given opportunities to practise and improve their skills varies across years and subjects. Opportunities are greater in the secondary and post-16 phases.
- Most students in all phases and subjects are engaged in their learning. Increasingly, as they move through the school, they develop greater independence, take more responsibility for their learning and are able to collaborate effectively to achieve their goals.
- Changes to practices in the Foundation Stage are enabling children to enjoy practical activities that involve investigation. They are increasingly able to follow their own interests. Investment in technological devices and the extension of the 'Bring Your Own Device' programme, effectively support research in lessons.

For development

- Ensure greater consistency for the provision of learning skill development across all phases and subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding

- Students are positive and have very responsible attitudes. They highly respect classrooms conventions and they respond respectfully to all forms of feedback. Enthusiasm for learning reduces in lessons that are either too teacher directed or have little relevance to the everyday life of the students.
- All the different nationality groups of students work and socialise in a very friendly atmosphere. Students are very self-disciplined and help each other by listening to all points of view. Attendance is consistently high reflecting positively students' willingness to learn.
- Many activities to promote positive moral attitudes, safer living and exemplary behaviour are conducted online at school and home. The 'Circle' project is a good example of this and it contributes very well to a whole school policy of zero tolerance towards bullying.

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

- Students' understanding and appreciation of Islamic values is an exemplary feature of school life in every phase. All students, at an appropriate age-level, are very aware of these cultural beliefs and practices and the differences that make-up cultural diversity.
- Across the school students have a comprehensive appreciation of Emirati culture. They confidently provide examples of the past traditions that continue to influence modern society. This gives them a very clear recognition of their relevance and value to people in the modern UAE.
- Students understand the emphasis on effective participation in the wider community and the celebrations of national occasions as part of daily life in Dubai. They link this to the concept of community solidarity that is underpinned in Islamic values.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Personal development and social responsibility are actively promoted in all phases of the school. Many initiatives have resulted in all students being involved in age appropriate community support activities. Initiatives to support innovative thinking are more established in the upper phases.
- Older students have exceptional work ethic and are highly resourceful when taking responsibility for boosting their own learning. They are proactively involved in numerous activities, many that have outreach links and responsibilities, and these positively contribute to the wider community.
- Active involvement in enterprise, and initiating projects are strong attributes in the secondary and post-16 phases, and are developing in younger year groups. Students' contribution and involvement in schemes to promote sustainability and the conservation of natural resources are still developing.

For development

- Promote leadership roles for all groups of students, especially with a wider brief for enterprise and entrepreneurship in all phases.
- Raise students' awareness of global citizenship and other world cultures in relevant curriculum studies.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good	Good ↓

- The development of practical, enquiry-based learning is improving the Foundation Stage provision. The quality of questioning and the encouragement of critical thinking are still developing in the primary phase. Teaching in the secondary phase is leading to very high students' outcomes in all subjects, but less consistently at post-16.
- Common strengths are teachers' subject knowledge, the revised lesson planner and the seating plans that detail students' abilities. An aspect that is less developed, in all phases, is teachers' skills in using assessment information to support, challenge and motivate different ability groups.
- Recent initiatives to extend the use of learning technologies are beginning to have a positive impact on students' abilities to research during lessons. The new tracking system supports teachers in delivering activities to meet the needs of all students, but this is inconsistently applied to the level seen in the secondary phase.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Very good	Good ↓

- Assessment is stronger in the secondary phase where students identify precisely where they are in their learning. In English, detailed rubrics help students deepen their understanding of their achievements. In other phases the feedback provided and the targets set are not as precise, constraining their effectiveness.
- Assessment information from a variety of sources, including international benchmark tests is accurately analysed. The same precision is not used consistently by leaders when monitoring the quality of teaching and to help teachers adjust their teaching to reflect students' targets.
- Peer assessment has improved and is a strong feature of the school's assessment processes. However, students in the primary phase are not as clear on the assessment criteria as they are in the secondary phase. They are not given sufficient opportunities to provide and receive feedback about their learning.

For development

- Ensure all teachers accurately measure progress made by students.
- Use international benchmark assessments and the CAT4 test information to inform teachers' professional development and help them adjust their teaching to improve subject specific learning skills.
- Provide opportunities in all lessons for students to evaluate their learning and provide precise feedback to the teacher.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Very good	Very good

- A recent change to the curriculum for the Foundation Stage, is giving greater emphasis to child- initiated activities and enquiry learning. This is still in its early stages and is not fully embedded.
- School leaders are making productive links between curriculum areas in order to consolidate learning and apply it to new contexts. Good use is also being made of the local context in order to increase relevance and interest.
- The curriculum in mathematics provides a strong level of challenge as students are working at the standard for the year above. However, revised time allocation has reduced opportunities for mental mathematics and problem solving.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is systematically reviewed and lesson times in the primary, secondary and post-16 phases have been extended to increase learning opportunities. Activities in the Foundation Stage have been adapted to embrace cross-curricular themes that are linked to the early learning goals criteria.
- The curriculum in all phases is adapted very effectively to stimulate learning and improve students' learning skills. Many initiatives successfully improve independent and creative learning and regularly link learning to the UAE's culture and society.
- New initiatives in curriculum planning are successfully improving students' oracy and reading skills. The curriculum is inconsistently modified in some subjects to meet the needs of all groups of students.

For development

- Regularly review and refine the curriculum to ensure it meets the needs of all students.
- Use all available assessment data, including external benchmarks, to re-define curriculum statements in order to judge progress in all subjects more accurately.

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

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

- Care, protection and guidance continue as a major strength of the school. Procedures to support the students are comprehensively provided in all school phases, both inside the school buildings and in the external areas.
- The school has highly effective procedures to monitor all transportation arrangements to keep students safe. The school premises have suitable arrangements to ensure access for all groups of students. The promotion of health and well-being is very effectively delivered throughout the school.
- Risk assessments and other safety procedures are thoroughly and methodically implemented by the school to ensure the students are protected from harm. This has maintained the outstanding provision.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- Relationships at all levels are harmonious, respectful and caring. Procedures to monitor behaviour are very effective with support provided in a few instances where behaviour is less positive. High expectations of good conduct are set and respected by students of all ages.
- Systems to identify the needs of students with SEND ensure effective activation and support leading to a range of interventions in classrooms and in withdrawal sessions with specialist staff. The identification processes and provision for gifted and talented students is less well developed.
- Prompt intervention and regular monitoring of students' development enables almost all of them to make very good personal and academic progress, especially where they are supported in class by increasingly well-trained specialist staff.

For development

- Identify and provide appropriate care and support for students identified as gifted and talented.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- School leaders and the governor for inclusion assign a high priority to the provision for students with SEND that is translated into a comprehensive development plan. New staffing structures and assessment procedures are developing following an efficient review by the new co-ordinator.
- The needs of students are quickly assessed with progressive support provided as the depth and degree of their needs are clarified. A large and increasingly well-trained team of support staff is deployed throughout the school to offer appropriate interventions.
- Parents receive regular updates of their children's progress and are comfortable in approaching the school with questions and concerns. The regular training they receive to help them to support their children more successfully at home is much valued.
- The support that students receive in class is mostly good but varies across subjects and year groups. It is strongest where well-trained support assistants are used. Modification of the curriculum to meet students' needs is also variable.
- A recent, more sensitive approach to monitoring students' performance indicates that progress is good and often very good. Individual education plans (IEP's) include helpful strategies to guide teachers, and targets to promote improved outcomes for students with a variety of needs.

For development

- Refine and improve the overall quality of IEPs for students with SEND so that targets for improvement are sharp and achievable.
- Identify and make provision for gifted and talented students.
- Monitor closely the quality of provision for students with SEND in classes to improve the progress they make.

6. Leadership and management

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

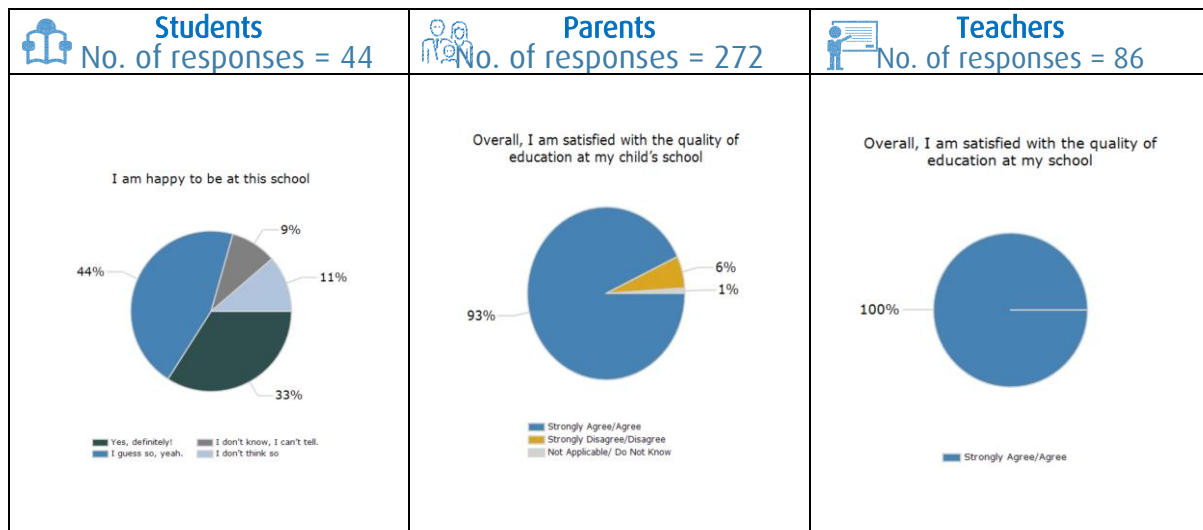
- The recently appointed principal and his senior leadership team are continuing to promote a vision of inclusivity which maximises opportunities for students of all abilities. There is a strategic plan in place to address inconsistencies in this vision, especially in the Foundation Stage and in the primary and post-16 phases.
- The school knows its strengths and areas for development. A relevant improvement plan reflects previous recommendations well and clearly focuses on the need for improved students' achievements. There are appropriate operational actions in place in order to achieve this by improving the accuracy of self-evaluation of all leaders.
- The school has prioritised the need for increased parental involvement in school life and this has been well received. Regular reports to parents that provide information about their children's attainment levels, are being adapted to focus on progress as well. The school keeps all parents of students with SEND very well informed of their progress and includes personalised feedback and regular updates.
- A restructured governing body is well placed to support the ambitious vision for the school. There is a drive to improve the quality of all leadership roles with rigorous performance management procedures that are linked to students' outcomes. Governors have a good range of complementary skills and are ever-present at the school.
- The school is efficiently managed on a day-to-day basis. Most teachers are well qualified and have good knowledge of their subjects. There is recognition of the need for further professional development of teachers to match school improvement aims. General classrooms and specialist facilities provide suitable learning environments. The school is enabling students to use tablet computers and software to enhance their learning.




For development

- Senior leaders should implement rigorous monitoring practises, to ensure students' progress targets are verifiable and relevant and match their capability.
- Provide professional development for all leaders which enables them to hold all teachers to account for improved outcomes for students.

The views of parents, teachers and senior students

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



 Students	<ul style="list-style-type: none"> The vast majority of students who responded to the survey, feel safe at school. They rate their learning environment highly and feel that Emirati heritages and values are important factors in their school life. They are also really positive about the quality of teaching, including the time to learn independently and to use technology. Inspection findings support these views.
 Parents	<ul style="list-style-type: none"> Parents who returned the survey, signify an overwhelming satisfaction for the quality of education. They also have similar views about the quality of teaching and learning and their knowledge of their children's progress. They are happy with the school leadership. A significant minority felt their children should read more. This concurs with inspection team findings that note the school has actions in place to improve this area of learning.
 Teachers	<ul style="list-style-type: none"> Teachers who returned the survey, are very positive about students' behaviour and how they get along with one another. They say this is a good school to work for and there is a good spirit of collaboration. They praise the school's leadership and the opportunities for professional development. Inspection findings support these views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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