

# Inspection Report



Raffles World Academy

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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## School information



### General information

Location	Umm Suqeim
Type of school	Private
Opening year of school	2008
Website	www.rwadubai.com
Telephone	04-4271351
Address	PO Box 122900 Umm Suqeim
Principal	Julian Williams
Language of instruction	English
Inspection dates	26 <sup>th</sup> - 29 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	4-18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	1977
Number of children in Pre-K	0
Number of Emirati students	144
Number of students with SEN	84
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	164
Largest nationality group of teachers	British
Number of teacher assistants	1
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	8%



### Curriculum

Educational Permit	UK/IB
Main Curriculum / Other	IB
Standardised tests / board exams	PSAT, SAT, IGCSE, CAT4, ACER ISA, ACER IBT, PIM, PIE, NGERT, PIPs
Accreditation	IB, CIE, CIS mbr

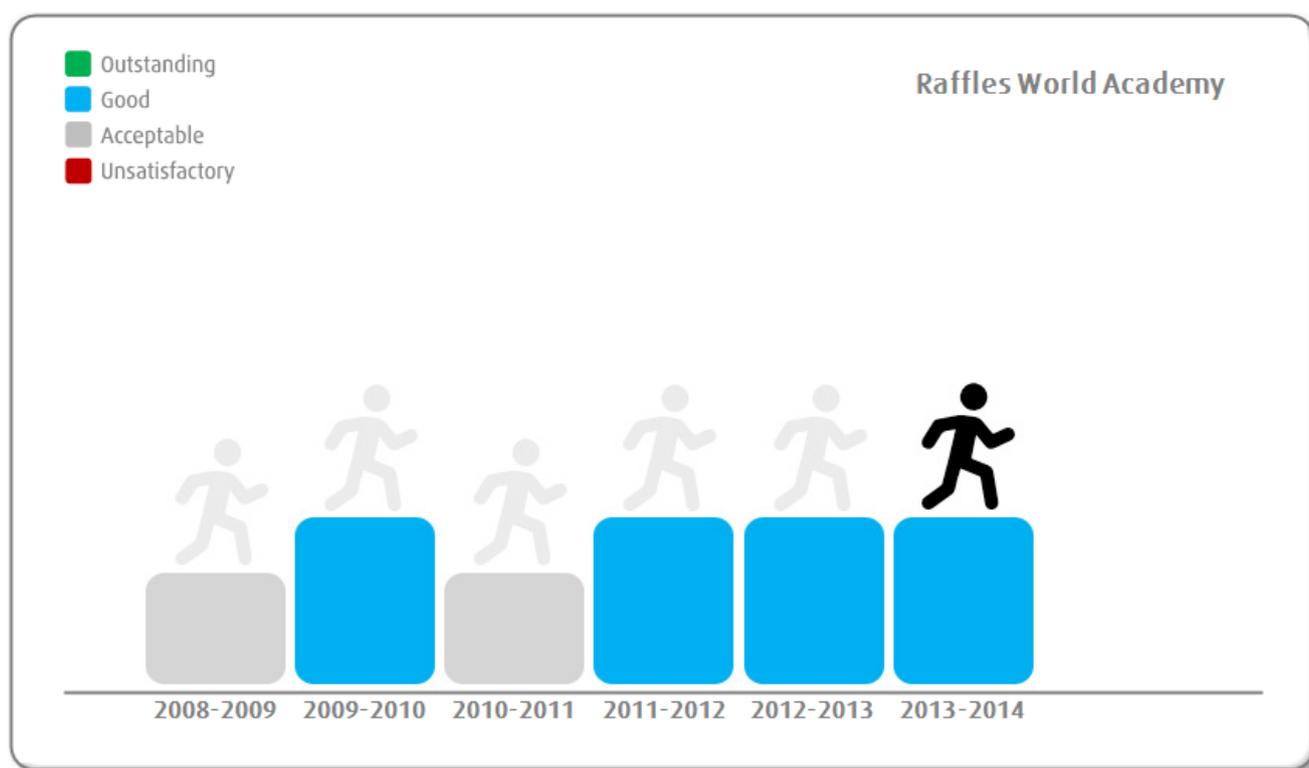




Dear Parents,

Raffles World Academy was inspected by DSIB from 26<sup>th</sup> - 29<sup>th</sup> January 2015 and the overall quality of education provided by the school was found to be **Good**

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**

- Children in all phases achieved well in almost all aspects of their learning.
- Health and safety arrangements were outstanding in all phases of the school.
- The school's advisory council, senior leaders and parents were committed to improving provision for students.
- Students' community and environmental responsibility across all phases of the school was outstanding.

### **Areas for improvement**

- Improve the quality of teaching and students learning experiences, notably in Islamic Education and in Arabic lessons, so they are consistently good, particularly in the PYP phase.
- Ensure all teachers take account of the needs of all students in their lessons, so that they make better progress.
- Ensure middle leaders are allocated sufficient time in order to fulfil their leadership duties.

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 Raffles World Academy



### How well does the school perform overall?

Overall, Raffles World Academy provided a **'Good'** quality of education for its students.

- Children's achievements in the Kindergarten and students' attainment and progress in English, mathematics and science were good across the school. In Islamic Education and in Arabic as a first and as an additional language, students' attainment and progress were inconsistent across the phases but were always at least acceptable. Most students demonstrated good critical thinking skills, worked well with others and were effective independent learners. Students were very proficient in researching for presentations, using their technology devices to enable them to arrive at accurate conclusions.
- Most students demonstrated good attitudes towards learning, behaved well and had established good working relationships with their teachers and with each other. Most students had a good understanding of Islamic values and of the traditions and cultures of Dubai. Through a range of local community initiatives and charitable activities, almost all students had developed an outstanding awareness of their community and environmental responsibilities.
- The most effective teachers used practical activities well and asked challenging questions. Students worked hard when teachers had appropriate expectations of them but a minority lost interest when they found their work was too easy or too difficult. The school had developed a good range and variety of assessments, with procedures designed effectively to help teachers support students to achieve their potential.
- The curriculum was well planned to promote students' progress and learning from the Kindergarten through to Grade 12. It was enhanced by an extensive range of enrichment activities. The range of optional courses in the secondary and diploma programme phases had been increased to meet students' aspirations and interests better. However, there was inconsistency in how teachers matched the delivery of classroom work to individual students' abilities.
- Health and safety arrangements were outstanding in all phases of the school. Students' attendance and punctuality were monitored effectively. Students benefited from the support provided by guidance and counselling staff.
- Senior leaders were highly committed to continuous improvement of the quality of education provided by the school. All teachers were involved in school self-evaluation processes. School leaders had established effective communications with parents who in turn were highly supportive to school leaders. School buildings and resources were suitably maintained and were accessible to all.

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



- Students with special educational needs made good progress in their learning and development. The school had an inclusive approach to enrolling and supporting students.
- Students with special educational needs had individual learning plans, but support provided in lessons did not always match these plans.
- A qualified team of teachers assessed and supported students with special educational needs within classrooms and in small withdrawal groups to record and monitor their progress.

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

		KG	PYP	Secondary	DP
 Islamic Education	Attainment	Not Applicable	Acceptable	Good	Good
	Progress	Not Applicable	Good ↑	Acceptable ↓	Acceptable ↓
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Good ↑	Good
	Progress	Not Applicable	Acceptable	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Good	Not Applicable
 English	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good ↑	Good ↑	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
		KG	PYP	Secondary	DP
Learning skills		Good ↑	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	PYP	Secondary	DP
Personal responsibility	Good	Good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

## 3. How good are teaching and assessment?

	KG	PYP	Secondary	DP
Teaching for effective learning	Good 	Good	Good	Good
Assessment	Good 	Good	Good	Good

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

	KG	PYP	Secondary	DP
Curriculum quality	Good	Good	Outstanding 	Outstanding
Curriculum design to meet the individual needs of students	Good 	Good	Good	Good

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

	KG	PYP	Secondary	DP
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

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

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



## Overall school judgement

Good

## Key strengths

- Students' attainment and progress in English, mathematics and science was good throughout the school.
- Health and safety arrangements were outstanding for all students.
- Parental engagement, governance and the management of the school resources and facilities were outstanding.
- Students benefited from opportunities to engage in a wide range of extra-curricular activities, to take on leadership roles, to develop their personal and social skills and to acquire outstanding community and environmental responsibility.

## Changes since the last inspection

- There had been improvements made in children's achievements in Kindergarten, particularly notable in English and mathematics.
- Students' progress in Islamic Education was now good at the primary phase but had declined to acceptable in the secondary and the diploma programme phases. Arabic as a first language had improved to good in the secondary phase.
- Governance had improved to outstanding.
- The school roll had increased mainly in the secondary phase, and additional teachers had been appointed to improve the staff-student ratio.
- The quality of outdoor learning spaces in the Kindergarten had improved.
- A range of improvements to school facilities were now in place, including two additional science laboratories, three multi-purpose rooms and the installation of additional CCTV cameras to increase surveillance significantly in and around the campus.

## Recommendations

- Build on identified best practice in assessment, teaching and learning to ensure students' learning experiences are consistently good across the phases and in all subjects and particularly in Islamic Education and in Arabic.
- Improve provision in classes for students who learn in different ways and at different rates, including better personalised planning to meet their individual needs.
- Ensure middle leaders are given sufficient time to carry out their duties and responsibilities.
- Fully implement plans already in place to improve campus security by ensuring that all visitors to the school comply with revised entry and exit procedures.

 Improved from last inspection

 Declined from last inspection

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

### KG

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	Good 	Good
Mathematics	Good 	Good 
Science	Good	Good

- In English, the majority of children understood the value of speaking and listening in order to communicate effectively. They showed awareness that the world around them was full of visual language and they used well-developed problem solving skills to explore and inquire in the very stimulating learning environment provided by teachers. Early reading skills were developing as children used visual clues to recall sounds and simple words.
- In mathematics, the majority of children confidently applied problem solving skills to real-life situations. Their knowledge of number was good and many children counted using one-to-one correspondence to numbers, in some examples, beyond 50. Children measured using non-standard units and comparatives, such as longer and shorter. The majority of children understood that shapes had different properties and they could describe and compare simple shapes.
- In science, when prompted, the majority of children generated good questions and made insightful predictions. They used age-appropriate scientific vocabulary to explain their observations and experiences. Children had a good understanding of the concept of cycles and applied this well both to animals and the phases of the day.

### PYP

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

- In Islamic Education, most students had a secure knowledge and understanding of Islam's key practices such as prayers, fasting and performing the pilgrimage. They demonstrated acceptable knowledge about the Prophet's life before the revelation. Students made good progress in this phase because they had a better understanding of Seerah and Islam etiquette.
- In Arabic as a first language, most students were developing their listening and responding skills. They showed adequate knowledge of Arabic grammar. Students' Arabic vocabulary was developing, but they lacked the confidence to apply it fluently in discussion. Creative and extended writing, as well as speaking, were the least developed skills.

- The majority of students studying Arabic as an additional language reached acceptable standards of attainment and they made steady progress. Attainment and progress were best in listening and reading, but most students were not confident in speaking Arabic and their writing was at a very basic level.
- In English, by the end of the primary phase, students' attainment was above expectations. Most students were competent readers and could read aloud with increasing accuracy and confidence. The majority could also make inferences and predictions. Higher ability students were able to write extended essays and link ideas. When answering questions in class or working in groups, most demonstrated speaking and listening skills that were above expectations. Most students were able to express their ideas clearly and used questioning very effectively as a tool for inquiry.
- In mathematics, the majority of students attained above appropriate grade expectations for skills in arithmetic, geometry and problem solving. Older students could work confidently with basic fractions, solve problems and use facts about angles in geometry. Their progress was enhanced by effective use of learning technology, for example, when they created a video to explain how to add fractions. The critical thinking and inquiry skills of younger students were at the very early stages of development.
- Students were highly motivated through investigating scientific phenomena. They ably presented work on the effects of the weather on the environment, of mass on force and how energy can be produced and conserved in many different ways. Towards the end of the primary phase, most students' attainment was above age-related expectations and progress was good overall. Priority was given to tasks that encouraged practical activities and increased sophistication of investigations as the students got older. Where teachers' scientific knowledge was strong, some outstanding progress was made, for example when Grade 5 students used their understanding of kinetic energy to create a 'lava lamp' effect.

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

- In Islamic Education, students attained levels of knowledge and skills that were above age related curriculum expectations. They demonstrated an acceptable level of understanding the Qur'anic verses. However, their skills were less well developed in memorisation and recitation of the Holy Qur'an.
- In Arabic as a first language, students demonstrated good levels of skills in their listening, speaking, reading and writing. These skills were more developed, notably their speaking skills, by the time students reached the upper secondary phase. Writing was still the least well developed skill.
- In Arabic as additional language, the majority of students had effective listening skills. They could communicate their answers appropriately but their speaking skills were just in line with expectations. They made good progress in developing their listening and reading skills. Their progress in developing writing skills was less well developed.

- In English, the attainment of the majority of students towards the end of the secondary phase was above expectations. Students were able to extract meaning from text and identify key ideas when summarising main points verbally and in writing. Higher ability students could develop logical arguments and cite evidence to support a point of view. They were competent readers, able to read aloud with fluency and expression. Higher ability students, particularly the girls, demonstrated a well-developed ability to analyse text critically.
- In mathematics, students attained levels above age-related expectations in algebra, data analysis and problem solving. They could apply these skills to analyse investments, or to optimise financial outcomes for a business. Understanding and application of functions and reasoning skills in geometry were not as well developed. Younger students had fewer opportunities to develop their skills through solving challenging problems.
- Students carried out scientific investigations collaboratively and designed their own investigations well. Most of them were able to apply the concepts being studied to real-life contexts to improve their knowledge and understanding, for example when they associated the use of enzymes to speed up reactions to catalytic performances in cars. Most were highly motivated by scientific research. Towards the end of the secondary phase, the examination results were good. Their progress was better in lessons where there was an appropriate blend of student research and challenging input from teachers and when investigations and practical tasks were concluded with an appropriate focus on summaries and evaluations.

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

- In Islamic Education, students had a sound knowledge of key Islamic concepts. They could discuss the status of Muslim minorities around the world. Students' recitation skills and the application of the rules of recitation were not as well developed. In Seerah, the majority of students had an acceptable understanding of the Prophet's life events.
- In Arabic as a first language, most students had good listening and reading skills. Their writing skills were better developed than their speaking skills.
- In English, the majority of students were able to read challenging texts for information. They demonstrated a good level of knowledge and understanding of an appropriate range of spoken and written texts from different eras. They understood how variations in language, form and context shape and change meanings in speech and writing. In extended writing, students made accurate reference to texts and sources. They were able to devise, draft, edit and evaluate the effectiveness of their own texts, guided by their knowledge of the assessment criteria. Most were able to make appropriate use of references to quotations and sources.

- In mathematics, the majority of students had secure knowledge in statistics and functions. They could confidently apply their knowledge to investigate complex business and sport related problems, for example optimisation of football trajectory. Algebraic skills and understanding of advanced calculus concepts were still developing. The majority of students were making confident progress towards developing their communication and reasoning skills. They demonstrated a wide range of applications through their internal assessment tasks and projects.
- In science, results in the International Baccalaureate were good compared to expectations for students who followed the higher level courses, but were acceptable for those following the standard level course. The use of technology was a feature in all lessons and students were using this confidently to find information in order to lead discussions and to apply this to practical work. Teaching was challenging them to make decisions about their learning, as demonstrated, for example, when students challenged themselves to resolve the mathematical formulae for calculating wave lengths.

	KG	PYP	Secondary	DP
Learning skills	Good 	Good	Good	Good

- Most teachers actively encouraged their students to take responsibility for their own learning and planned tasks that specifically required them to develop skills which helped them to organise their work and present their findings. Students of all ages thrived on these tasks, had positive attitudes to learning and took great pride in their achievements.
- In most lessons, students were expected to work collaboratively, to test each other's thinking and to assume responsibility in groups. Most students listened very well when comparing their ideas and suggestions and particularly did well when helping each other to achieve the goals for a lesson. The younger students in the school had made the most improvement in acquiring these skills, but some Arabic lessons in the primary phase did not sufficiently prioritise the development of these skills.
- Throughout the school, teachers helped their students to understand their work better by making connections to the outside world and to other areas of the curriculum, for example, when the youngest students wrote journals about the impact of extreme weather on the world. This was also seen in mathematics when students produced a video to help them and others to learn about fractions and in English where students developed a sound track for an imaginary film based on their reading texts.
- Most students were proficient in finding out new information relevant to their work. They were especially mature and skilful in using learning technology to draw accurate conclusions and make insightful presentations. The expanded use of learning technology to help learning was a considerable success and it made homework tasks more relevant and motivating for example, when students and staff communicated using software such as 'Edmodo' and 'Managebac'.

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

	KG	PYP	Secondary	DP
<b>Personal responsibility</b>	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students showed responsible attitudes towards their learning.</li> <li>They showed a good level of self-discipline when working alone or collaboratively.</li> <li>Students were respectful and courteous, and relationships with both adults and each other were harmonious and purposeful.</li> <li>Curriculum content and guidance in specific lessons encouraged almost all students to be aware of and to make healthy lifestyle choices.</li> <li>Attendance was good overall and most students arrived punctually to lessons.</li> </ul>				
	KG	PYP	Secondary	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> <li>Students were aware of the importance of Islam in modern society in Dubai and they respected and appreciated Islamic traditions.</li> <li>Most students had a good understanding of the traditions and culture of Dubai. They could describe some of the main sporting activities such as camel and horse racing and falconry. They had a good knowledge of local food and traditional clothes.</li> <li>Students fully appreciated and celebrated their own culture. However, their awareness of the diversity of cultures from around the world was an area for further development in the secondary phase.</li> </ul>				
	KG	PYP	Secondary	DP
<b>Community and environmental responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students were proactive and responsible members of the school community. They influenced the development of the school through an active student council and a well-planned range of activities, including an 'anti-bullying' committee, 'distress before exam' events and other activities where students were supporting each other. Almost all of the students exhibited a very good work ethic.</li> <li>Almost all students showed concern and consideration for each other and the staff at the school. They actively developed community initiatives to address identified needs through participation in cancer awareness campaigns, fund raising and 'The Interact Club' activities.</li> <li>Environmental awareness and action were effectively integrated into the curriculum at all phases and promoted through student council projects, including E-Team, an active environmental club, and involvement in the 'Emirates Wildlife Society'.</li> </ul>				

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

	KG	PYP	Secondary	DP
Teaching for effective learning	Good 	Good	Good	Good

- Most teachers had good subject knowledge and consistently gave their students real-life contexts to help them understand their learning more effectively. Teachers used their understanding of early years' learning well and had made good improvements in the learning environment which helped the youngest children learn more effectively.
- Planning for lessons nearly always set out to share well thought-out learning objectives with the students. It ensured that they understood both what they were going to learn and how it connected with previous work. Teachers creatively used a range of exciting resources that motivated students and involved them practically in their own learning. However, the concluding parts of lessons were not always informative enough to check and consolidate students' new learning or to prepare them sufficiently for the next stages in their learning.
- Students' enthusiasm for learning was a key feature of most lessons and they developed strong relationships with their teachers. In the best lessons, dialogue in pairs or groups was a strong feature that very successfully developed students' curiosity and provided a forum to question themselves, teach each other and ask further searching questions of their teachers.
- In the majority of lessons, teachers planned tasks that matched the different abilities of students in the class. However, some lessons had activities that did not sufficiently challenge students to work to their full potential, with questioning that did not develop deeper thinking and marking of written work that insufficiently set further challenges.
- Independent learning was evident in most lessons and students very confidently researched topics, reflected on their learning and presented their findings coherently. The very best teachers understood the strategies needed to develop students' critical thinking by asking questions such as 'How do you know?' or 'Is that always the case?'
- In Arabic as a first language, teaching was inconsistent. In the secondary and the diploma programme phases, teaching was more engaging and reflected the teachers' understanding of how students learn. A variety of strategies were used to impact on students' learning which resulted in their good progress. However, in the primary phase, teachers did not vary their teaching strategies enough to motivate students to learn, and this limited their progress.

	KG	PYP	Secondary	DP
Assessment	Good 	Good	Good	Good

- A good range of internal assessment techniques was observed across the school, including the use of the 'Edmodo' platform, rigorous moderation strategies and a 'next steps' marking policy. Assessment criteria were well understood by the teachers and communicated effectively to the students.
- National examination and international assessment results were used as benchmarks for students' attainment and progress. However, the analysis of trends in assessments was not always communicated effectively.
- Teachers had a good knowledge of students' progress and attainment. Valid and reliable data were linked to the school's curricula and available to teachers to monitor student performance.

- Results of most assessments were scrutinised and analysed by the school but the use of data to improve students' learning outputs was inconsistent across subjects and phases and did not always best serve the needs of all students.
- In general, students received good quality verbal or written feedback to allow them to improve their learning further. However, there was inconsistency in the extent to which students responded to the advice they were given to learn from their mistakes, most notably in the secondary phase. In the majority of lessons, students were involved in self- and peer-assessment but clearly stated success criteria were not always set, particularly in Arabic.

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

	KG	PYP	Secondary	DP
Curriculum quality	Good	Good	Outstanding 	Outstanding

- The curriculum had a very clear rationale. It was based on a thorough analysis of the primary years programme, IGCSE and IB diploma programme frameworks. It was balanced and exceptionally well-planned to support students' academic and personal development.
- The curriculum was carefully structured to provide continuity and progression in skills development across all phases. However, there was inconsistency in the attention given to the development of critical thinking in some subjects in the primary phase.
- The curriculum was enhanced by an extensive range of enrichment activities. These included whole school events celebrating National Days and students' diverse cultural backgrounds, for example, developing an international mindset and increased understanding of the place of Dubai in the modern world.
- Trans-disciplinary themes in the primary phase as well as the extended essay and 'theory of knowledge' in the Diploma Programme, combined with well-planned cross-curricular links in the secondary phase, significantly enhanced learning.
- The curriculum was reviewed on a regular basis to ensure that the needs of students were being met. The range of optional courses in the secondary phase and the Diploma Programme had been increased to meet students' aspirations and interests better.
- The curriculum in Arabic as a first language relied mainly on the MoE textbooks, except in the Diploma Programme where the school used IB Arabic enrichment materials. In the primary phase, however, there was no clear alignment of the Ministry's national document with the IB framework. This restricted students' learning and progress.

	KG	PYP	Secondary	DP
Curriculum design to meet the individual needs of students	Good 	Good	Good	Good

- The school modified the curriculum well for different groups of students. However, there was inconsistency in the extent to which curriculum modifications were evident in teachers' lesson planning. This impacted on the progress that particular groups of students made in some lessons, for example students with special educational needs.
- The range of optional courses offered in Grade 9 had been increased to include drama, art, information communication technology, global perspectives and enterprise. The school was aware of the need to review provision to ensure that the diverse needs and interests of cohorts of differing abilities continued to be fully met.

- The extra-curricular activities programme offered students numerous opportunities to participate in a range of creative, academic and personal development activities. A number of challenging extension activities provided for the needs of gifted and talented students.
- The school offered Arabic classes to Arab and non-Arab students in KG1 and KG2. The school's programme targeted the development of Arabic at first language level and included basic vocabulary.

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

	KG	PYP	Secondary	DP
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Staff made care and welfare of students a clear priority. The school's child protection policy was a focus of regular staff training and students were aware of the dangers of cyber bullying.
- Very effective systems were in place to ensure students' safety and wellbeing at all times. Very good procedures made certain that those travelling on school buses were safe. The school doctor and nurses looked after students' health needs very well. Necessary steps were in hand to improve campus security.
- Buildings were kept clean and suitably maintained. Emergency evacuation drills were regular and efficient, and appropriate records were held.
- The school environment comprised appropriate premises and facilities for students to learn. Recent additions, including laboratories, general purpose spaces and kindergarten outdoor learning areas had enhanced provision and further teaching areas were in the process of being built.
- Students were aware of their responsibility for adopting a healthy lifestyle. Health promotion by the school helped most students to make sensible choices regarding diet, participation in sports and attention to personal fitness.

	KG	PYP	Secondary	DP
<b>Quality of support</b>	Good	Good	Good	Good

- Most teachers had a good rapport with students and understood and supported their individual needs. In most classrooms behaviour expectations were defined clearly and consistently followed. Senior leaders supported teachers when issues arose. In a few classes, where learning did not engage the students, limited respect for the teacher and peers was apparent.
- The school had effective policies and systems in place to monitor punctuality and attendance. The systems were digitalised and included close liaison between the school and home.
- The school had a systematic approach to identify students with special educational needs. Students' learning needs were identified on entry through standardised testing or from teacher referrals. The school's admission procedures were inclusive.
- The support provided for students with special educational needs was personalised and developed in collaboration with the specialist staff, teachers and parents. However, modifications to the programme were inconsistent and in some classes the strategies outlined in the individual learning programmes were not effectively transferred to lesson plans.
- Students had access to support staff who provided guidance on behavioural, social and emotional issues, academic progress and subject selections. Career counselling supported senior students and their families with decisions about tertiary education, university admissions and career path options.

## Overall

	Overall
<b>The overall effectiveness of provision for students with special educational needs</b>	Good

- The special educational needs coordinator provided a clear vision and direction for support for students across all phases of the school. School leaders and governors promoted an ethos of inclusiveness and supported this philosophy through the provision of staff and resources. The special educational needs team collaboratively developed and reviewed action plans to support the evolving needs of the school.
- Clear checklists and processes for initial referral were outlined in the special educational needs policy. Clinical analysis, if needed, was made by external agents following meetings between teachers, parents and members of the special educational needs team, but a final decision on formal identification remained a parental choice. This stopped some students from receiving the interventions that might best have supported their development.
- Communication with parents was regular, structured and meaningful. Parents engaged in the development of their children’s learning plans and progress towards short-term learning goals was reported regularly through formal and informal channels. All parents in a sample who were interviewed praised the open communication and guidance provided by the school.
- Modification of the curriculum to support different students’ needs was inconsistent. In the best lessons, students with identified special educational needs were supported with different learning expectations and the learning plans informed modifications to planning and assessment. However, in some classes the clinical diagnosis in the learning plans and goals for development were not supported by appropriate modifications. This was especially noted in Arabic in the primary phase.
- In lessons and over time, evidence of progress against pre-determined goals, for most students with special educational needs was good. Ongoing assessment data demonstrated good progress from individual students’ starting points. However, in some classes, individual learning engagements were not developed to support students with special educational needs at personal levels and this slowed their progress.

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

	Overall
<b>The effectiveness of leadership</b>	Good

- The Principal and the senior leadership team provided a clear vision to staff for the future direction of the school and were committed to continuous improvement.
- Leadership was widely distributed across the school. However, middle leaders were restricted by time constraints to be fully effective in their leadership roles.
- Relationships among staff and with students were generally harmonious and purposeful. Overall, communication across the school was efficient and effective.
- The school demonstrated a readiness to act on guidance and a capacity to improve.

- School leaders had taken good steps to improve aspects of the work of the school, most notably in the Kindergarten. They were alert to the need to ensure existing good practice became consistent across all classes in order to improve students' achievements and also of the need to enhance the curriculum in order to meet the needs of all students.

	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>• Overall, the school had effective procedures in place for evaluating its work and as a result senior leaders knew the school well. The involvement of staff in the evaluation process was good, but staff turnover sometimes made the delivery of action plans in some phases or subject departments less effective.</li> <li>• Senior leaders and middle leaders took good steps to monitor the work of the school. Lesson observations and an emphasis on teachers reflecting on their own practice had helped to improve learning and teaching.</li> <li>• School and departmental improvement plans were mostly well-judged and based on a good analysis of current trends.</li> <li>• The school had demonstrated a clear ability to improve over time. Good progress had been made by staff in addressing almost all of the recommendations made in the previous inspection report. School leaders were well aware that this journey of improvement was an ongoing one.</li> </ul>	

	Overall
<b>Parents and the community</b>	Outstanding
<ul style="list-style-type: none"> <li>• The school operated an 'open-door' policy which made parents feel welcome. Parents engaged formally and informally with senior leaders and teachers, including information workshops. Parents' views were sought through questionnaires.</li> <li>• Parents and teachers communicated regularly and efficiently through six-weekly class presentations, sharing of student portfolios, computer links and the very effective 'parents' association'.</li> <li>• Parents received regular student progress reports and were involved in termly meetings with teachers, including student-led conferences, to discuss their children's progress.</li> <li>• The school and its students took the lead in organising a range of community events, including those linked to supporting local charitable causes such as assisting workers in labour camps.</li> </ul>	

	Overall
<b>Governance</b>	Outstanding 
<ul style="list-style-type: none"> <li>• The school's governors included the school's owners and a good range of stakeholders, including parent representation elected from the parents' association. Governors set high expectations of school staff, supported the work of the school, actively sought the views of parents, students and staff and responded well to their views.</li> <li>• Good steps had been taken since the last inspection to monitor more rigorously the work of the school and to hold the Principal and senior leaders to account for students' academic performance. Insufficient attention had been given to the outcomes of international assessments.</li> <li>• In the last year, governors had invested considerably in order to improve aspects of provision. This investment needed to be on-going in order to develop the curriculum to meet the needs of all students, the appointment and retention of good teachers and to enable middle managers to be effective leaders.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> <li>• The school's procedures and routines were efficient and, as a consequence, the students experienced a calm and smooth school day.</li> <li>• Almost all staff were suitably qualified and experienced and they were deployed effectively. However, staff turnover and the regular need to employ temporary teachers at short notice to cover for staff absence often resulted in discontinuity in students' learning experiences. In most instances classroom assistants ably supported the teachers.</li> <li>• The learning environment provided for the students was appropriate and this was enhanced by rich displays of students' work, including colourful and expressive art work. However, diploma programme students did not have access to a common room or dedicated study area. All areas of the school could be accessed by those with a physical disability.</li> <li>• The school premises, facilities and resources were of high quality, including science laboratories, a canteen and well-stocked libraries.</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>	246	17%
	<b>Last year</b>	341	27%
 <b>Teachers</b>	111		68%
 <b>Students</b>	326		37%

- A minority of parents and students responded but the majority of teachers contributed to the survey.
- Parents, teachers and just over half of students said they were satisfied with the quality of education provided by the school. Most parents and a majority of students and teachers thought the school was well led. All parents felt that the school welcomed students with special educational needs.
- Parents, students and teachers thought that students were making good progress in learning English. Most parents and a majority of students thought progress was good in mathematics and science. However, a significant minority of parents and students said that students did not make good progress in Islamic Education and Arabic as a first or as an additional language.
- Parents, teachers and a majority of students felt that students were developing a good self-awareness and an awareness of other cultures.
- Teachers said that most students behaved well but half of the students said that the behaviour of other students was not good.
- Teachers, parents and students thought that the school offered a wide range of subjects and extra-curricular activities. All agreed that the school prepared students well for their next step in life/learning.

\*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)