

ACCEPTABLE



2019-2020



























INSPECTION REPORT

UK CURRICULUM

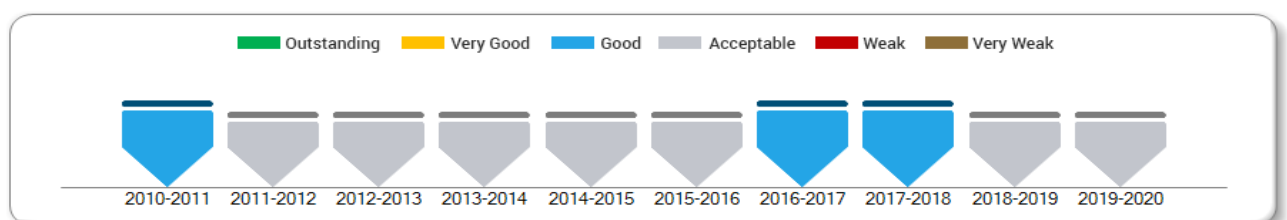
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School Information

General Information	 Location	Hor Al Anz
	 Opening year of School	1998
	 Website	www.queen-schools.com
	 Telephone	+97142652600
	 Principal	Glenn Atkinson
	 Principal - Date appointed	8/25/2019
	 Language of Instruction	English
	 Inspection Dates	20 to 23 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1073
	 Number of Emirati students	119
	 Number of students of determination	20
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	67
	 Largest nationality group of teachers	India
	 Number of teaching assistants	9
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	0
	 Teacher turnover	13%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	National Curriculum for England
	 External Tests and Examinations	GL, International Certificate of Secondary Education (IGCSE,) A-Level, Cognitive Ability Test (CAT)4
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

School Journey for QUEEN INTERNATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes

- Students' achievements have remained very strong in primary Arabic as a first language and in secondary English, mathematics and science. Overall, students' attainment and progress are stronger in the secondary and post-16 phases. Learning skills are also strong in these phases, but in the Foundation Stage (FS) and Primary, they are just acceptable. FS children's progress remains acceptable in English and mathematics, and it has declined to weak in science.
- Students are happy and proud to be part of the school. They demonstrate responsible, positive attitudes. Upper grade students accept increasing levels of responsibility. Students are knowledgeable and appreciative of the UAE heritage and culture. They demonstrate growing confidence in making suggestions and in implementing their ideas across the school. They display a good understanding of the need to raise awareness of sustaining the environment.

Provision for learners

- Teaching remains less effective in the FS and Primary. A lack of challenge frequently limits the progress of students, and a lack of rigour in assessments in English, mathematics, and science results in estimates of attainment that are unrealistic. Teachers have good general knowledge of their students' strengths and weaknesses, but they do not provide consistently helpful written feedback to students on their work.
- FS and Primary offer a broad and balanced curriculum. Secondary and post-16 students follow prescribed external examination board programmes of study. Although students are able to choose those subjects that they wish to study, the curriculum for the small post-16 cohort remains narrow. Across all phases, there are insufficient changes in place to cater for the learning needs of all groups of students. Opportunities for innovation, creativity and social contribution are underdeveloped.
- The school has improved all aspects of health and safety, particularly with respect to safeguarding. Medical staff care well for students. The school promotes healthy lifestyles, but students do not consistently make healthy food choices. The principal has introduced effective measures to address behaviour management. The school is developing its systems to identify students with special educational needs. The provision for advice and guidance, including career pathway planning, is limited.

Leadership and management

- The recently-appointed principal has a clear vision for the school and the capacity to improve it. Self-evaluation is underdeveloped. Parents are appreciative of the recent improvements to communication. Members of the new governing board are positive about their role in helping the school to move forward. The school's premises provide an adequate environment for students, and specialist facilities are available.

The best features of the school:

- The successful steps taken by the recently-appointed principal to improve students' safety, the curriculum, the school's governance arrangements, communication in the school and staff morale
- Students' attainment and progress in Arabic as a first language and secondary English, mathematics and science
- The personal and social development of students throughout the school, especially students' understanding of Islamic values and their awareness of Emirati and world cultures
- Secondary students' happiness and their sense of well-being as reported in the Dubai Well-being Student Census, especially the reports of Emirati students.








Key recommendations:

- Improve curriculum adaptation and the identification, support and progress of students of determination, as well as the links with their parents.
- Improve opportunities for children in the FS to develop their learning skills and make better progress in all key subjects, especially in science.
- Improve teaching across the school by:
 - using assessment information more thoroughly to plan and implement clear learning objectives for different groups of students
 - providing more opportunities for independent learning
 - providing more informative feedback to students on their work so they know what to improve and how.
- Improve the effectiveness of leaders across the school by:
 - ensuring that students' work and their assessment results are at the appropriate level for their age
 - making accurate judgements on the quality of lessons
 - providing teachers with constructive feedback to improve their performance
 - ensuring that school assessment and marking policies are being implemented.
- With the support of the owner and governing board, improve the school's staffing and resources.
- Ensure that all key roles are filled by qualified staff and that essential resources and facilities are available, including a prayer room.

Overall School Performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Very good	Good	Good
	Progress	Not applicable	Very good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good ↓	Good	Not applicable
 English	Attainment	Acceptable	Acceptable	Very good	Not applicable
	Progress	Acceptable	Good	Very good	Not applicable
 Mathematics	Attainment	Acceptable	Acceptable	Very good	Good
	Progress	Acceptable	Acceptable	Very good	Good
 Science	Attainment	Weak ↓	Good	Very good	Very good
	Progress	Weak ↓	Good	Very good	Very good
 UAE Social Studies	Attainment	Acceptable			

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments is below expectations.

- The school does not yet have its results of the last round of Trends in Mathematics and Science Study (TIMSS) or of the Programme of International Student Assessment (PISA) tests. The school did not reach its 2015 PISA targets in mathematics, science or reading. It secured significant improvements in the PISA Based Tests (PBTS) tests which were taken in 2017. In the 2015 TIMSS tests, primary students exceeded their targets, but secondary students failed to perform as well as they had done in 2012. Over the last two years, the curriculum has not been matched to expectations of the National Curriculum for England for each year, and the incorrect age-groups took the relevant NAP tests in the 2018-2019 session.

Impact of leadership is approaching expectations.

- The new principal has ensured that the school curriculum is in line with the relevant curriculum standards for that year. He plans to have the correct year groups take the appropriate NAP tests. He has drawn up a detailed and comprehensive plan and is monitoring its implementation carefully. While significant improvements are not yet evident, several aspects of attainment remain at good or very good levels in the secondary and post-16 phases.

Impact on learning is below expectations.

- The well-trained principal has started to ensure that staff use assessment information to evaluate the quality of students' learning. He supports staff in making changes to what is to be taught and learned. He is also promoting the use of assessment data and CAT4 information to improve teaching. However, students' learning skills still need to improve.

Overall, the school's progression to achieve its UAE National Agenda targets is below expectations.

For development:

- Implement the principal's plans to ensure that students take the correct CAT4 and NAP tests.
- Support the heads of departments in helping their teachers to fully implement the school's assessment policy.
- Provide students with more opportunities to think critically, learn independently and carry out research.

Moral education

- Moral Education Programme (MEP) textbooks, supplemented by other resources, are used during weekly lessons. Not all those who teach the subject are qualified teachers, and there is no monitoring of teaching. Occasionally, there are missed opportunities in lessons to challenge students and to develop higher-order thinking skills.
- Regular assessments in lessons and end-of-topic assessments are used to measure students' attainment and progress. The results are now reported to parents. However, the ongoing assessments are not sufficiently rigorous to enable students to have a realistic understanding of their performance.
- The curriculum, taught from Grades 1 to 12, addresses all key concepts and has links with UAE social studies and Islamic education. It is planned to enable progression in knowledge and personal development, and it includes opportunities for students to reflect on their own experiences.

The school's implementation of the moral education programme is below expectations.

For development:

- Ensure that students are fully challenged in lessons and have plenty of opportunities to engage in discussions and to develop higher-order thinking skills.
- Ensure that those teaching the subject are appropriately qualified to do so, and that teaching is regularly monitored.

Reading across the curriculum

- The school does not effectively develop students' reading levels in Arabic or English lessons. Neither language has a formal assessment of reading to identify the weaker readers.
- The reading policy is not implemented across all subjects, and the teachers lack specialist training. There are no common instructional approaches in place or monitoring of teaching.
- To compensate for the lack of a library, the school provides students with access to an extensive selection of online reading resources that they can access at home.
- The school does not have a culture of reading literacy and lacks the formal approaches necessary to ensure that all teachers understand the importance of reading.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Use a standardised reading assessment to enable teachers to evaluate students' reading skills and levels.
- Provide training for teachers on using assessment information to help students select texts appropriate for their needs.
- Plan interventions to improve the literacy levels of individuals and underperforming groups of readers.

Innovation

- The use of technology has been enabled this year by the introduction of Wi-Fi across the school. Older students now bring their own devices. They occasionally use these independently for research.
- Students have limited opportunities to develop leadership, innovation and entrepreneurial skills. Student Learning Council members have organised some successful activities and special events throughout the year.
- Teachers do not develop innovative practice or creative thinking across the school. However, there is some evidence of problem-solving and innovation in science for examination classes and in mathematics in Secondary and Post-16.
- The curriculum and extra-curricular programmes have too few opportunities for students to develop innovation and creativity skills.
- The principal encourages teachers and students to be innovative and creative by providing the necessary equipment and support to enable them to use digital devices for research and other learning activities.

The school's promotion of a culture of innovation is emerging.

For development:

- Improve the use of technology to support innovative and creative practice.
- Increase opportunities for all students across the phases to develop their higher-order thinking and innovation skills.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Post-16 students demonstrate levels of understanding and knowledge that are in line with expectations when analysing Qur'anic texts and learning about morals and their importance for Islamic communities and families. Primary students are developing their Holy Qur'an recitation skills.
- Primary students know the names of the family of Prophet Mohammed (PBUH), the story of the elephant and the names of the first ten people in paradise. Secondary students know the rules of reciting the Holy Qur'an and the effect of Friday prayers on individuals and society.
- Students know some characteristics of the Prophet's (PBUH) companions and their effect on Islamic society. They know about the charitable work of the UAE government around the world and its support for the free Hajj campaign.

For development:

- Develop the Holy Qur'an recitation skills in Post-16 and Secondary.
- Share the good teaching practice across the department, including the use of technology.

Arabic as a First Language

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

- Achievement is unchanged since the previous inspection. Students' language development is consistently above curriculum standards. Internal assessment information shows that girls outperform boys, particularly in Primary.
- Primary students are developing strong conversational and reading skills. They share their opinions and answer questions confidently. In upper Secondary and Post-16, students' writing is rapidly improving. They produce clear and coherent writing which is appropriate to the task, purpose, and audience.
- The timetable has increased the time allocated to develop students' writing and speaking skills. The impact is evident in the improved quality of writing, particularly in the upper grades. Across the school, students' independent reading skills remain underdeveloped.

For development:

- Ensure that the reading project is an integral part of lesson planning, includes reference to the effective use of the school library and uses an age-appropriate selection of Arabic books.

Arabic as an Additional Language

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

- Students in both phases continue to improve their language skills. Most students demonstrate knowledge and understanding that are above curriculum expectations. Information from assessments and classroom observations show no significant differences between boys and girls.
- Students across the school are confident when expressing their views and opinions in familiar contexts. They continue to show strength in reading comprehension skills. Writing for a range of purposes and primary students' ability to maintain steady pen control remain as areas for development.
- The Arabic department plans lessons using the new Ministry of Education (MoE) standards. Teachers' planning and adaptation of activities are generally effective and contribute to improved outcomes, but this is less evident in students' writing. Assessments do not provide sufficient rigour or challenge.

For development:

- Ensure that the assessments and activities link to the MoE standards, particularly those related to students' writing skills.

English

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

- Children who enter FS with minimal English quickly become confident speakers. Primary students expand their vocabulary, read frequently and improve their comprehension. All secondary students excel at IGCSE, but internal assessment information shows excessively-high proportions exceeding the curriculum standards.
- Teachers use books and reading as the foundation for writing. Children in FS and primary students are given a purpose for writing and understand authors' intent. Secondary students read, research, debate and challenge others' opinions on thought-provoking topics like animal experimentation.
- Students learn age-appropriate literacy skills. Younger students have a narrow range of experiences because the textbook is the sole resource for learning. Secondary students benefit from interesting, current articles to prepare thoughtful responses, as required in external examinations.

For development:

- Ensure that internal assessments give realistic results that match teachers' professional judgements.
- Adapt learning materials to challenge the most able students and assist those who need support.
- Enrich students' experiences by using their ideas to achieve the learning objectives in different ways.

Mathematics

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

- Teaching is better in the secondary and post-16 phases than elsewhere, leading to better attainment and progress. Students' understanding lacks depth in the FS and primary phase, partly as a result of insufficient challenge in lessons.
- Most FS children can count to 10 and beyond and have an adequate knowledge of shapes. Progress in number and shapes continues in Primary. Students' skills in algebra and calculus techniques are well developed in the upper phases. Students' reasoning skills are more evident in Secondary and Post-16 than elsewhere.
- Teachers are trying to develop students' problem-solving and reasoning skills, with some success. Students consistently do well in IGCSE examinations. The few students who take the A level gain positive awards.

For development:

- Improve explanations and questioning in the primary phase, exploration in the FS and the level of challenge in those phases to accelerate students' progress and develop their understanding.
- Provide students, particularly in the primary phase, with opportunities to solve problems requiring interpretation and extended reasoning.

Science

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

- Attainment and progress in the FS are inadequate because there are gaps in children's scientific skills. The quality of teaching does not provide sufficient opportunity for them to make better progress. Internal examination results are strong in Primary, but this strength is not reflected in students' achievement in lessons.
- The curriculum and assessments are now closely aligned to the National Curriculum for England, and, therefore, students are learning at age-appropriate expectations. However, there are still insufficient opportunities for them to work scientifically and to carry out investigations, particularly in the primary phase.
- Progress in lessons throughout the school is limited by teachers who control the pace of learning and provide insufficient challenge. Despite this, external assessment information show much stronger progress in Secondary and Post-16.

For development:

- Increase opportunities for students to work scientifically and to carry out investigations, in order to improve their progress and to add meaning, relevance and enjoyment to their learning.

UAE Social Studies

All phases

Attainment

Acceptable

- Overall, students' attainment across the school is in line with expectations. It is stronger in the secondary phase where the quality of teaching is better and more time is spent on topics that meet the curriculum standards.
- In each phase, the focus of most lessons is on the acquisition of knowledge. Insufficient time is spent on developing students' evaluation, communication and presentation skills. School assessment information is insufficient.
- In a few lessons, teachers provide good opportunities for students to share their research on a particular topic with the class. The selection of relevant tasks, especially in the upper secondary phase, motivates students and enhances their achievements.

For development:

- Adjust what is to be taught and learned in each phase to ensure that students achieve the outcomes required in the recently-introduced curriculum standards.

Learning Skills

Foundation Stage

Primary

Secondary

Post-16

Learning skills

Acceptable ↓

Acceptable ↓

Good

Good

- Learning skills are less developed in FS and the primary phase due to insufficient opportunities for independent and effective collaborative learning. Students find it difficult to think critically because they do not practice doing so.
- Almost all students have positive attitudes towards their learning. This is especially true for the older students whose conscientiousness supports their attainment and progress very positively. The majority can relate their learning to the real world.
- The introduction of Wi-Fi throughout the school has improved students' use of their own devices for basic research. Children do not use learning technologies in FS. There is insufficient technology for teachers to promote innovative learning.

For development:

- Provide more opportunities for independent and effective collaborative learning, particularly in the FS and the primary phase.
- Ensure that critical thinking and problem solving are regular features of learning and improve students' research and innovation skills.

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

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

- Students demonstrate responsible, positive attitudes. They are happy and proud to be part of the school. They display a respectful attitude towards their learning and to one another. Older students accept increasing levels of responsibility and exhibit characteristics of independent thinking.
- Students' behaviour is positive. High levels of discipline are maintained throughout the school. There are strong relationships among students. They value these friendships, showing a high degree of kindness and tolerance.
- Most students are active, but too many eat unhealthy food. The percentage of overweight students has increased over the last year. Students have a clear understanding of the safe use of the internet. Attendance is acceptable in the FS and very good elsewhere.

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

- Students have a secure understanding of how Islamic values influence contemporary society. They can explain, for example, why the UAE government makes charitable donations.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities. Students respect and sing the UAE national anthem and participate in religious events.
- Students demonstrate a clear appreciation of their own cultures. They are developing their knowledge of the cultures of their peers who are from countries like Syria, Lebanon, Iraq and Palestine. However, their knowledge of other world cultures is not as strong.

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

- Students are active and engage in a number of community welfare activities, such as the anti-bullying walk and the diabetes campaign. The newly-formed Student Learning Council has increased opportunities for community involvement and social contribution within the school.
- Students show a positive work ethic. They demonstrate growing confidence in making decisions and in implementing their ideas across the school. They are beginning to develop their leadership and entrepreneurial skills by organising some successful activities.
- Students display a good understanding of the need to raise awareness of sustaining the planet. They care for their school and take part in activities to improve its environment. They participate in litter pick-up, beach cleaning and plastic recycling.

For development:

- Raise parents' and students' awareness of the benefits of healthy eating.
- Encourage the use of appropriate software that enables students to check that they are eating healthily.
- Give students more planned opportunities to become more involved in projects related to the community.

3. Teaching and assessment

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

- Teaching remains less effective in the FS and the primary phase because lessons are predominantly directed by teachers and allow students no independence in learning. As a result, students become passive and their behaviour occasionally disrupts learning. Teachers do not plan effectively for the different needs of individuals and groups.
- In all phases and most subjects, the lack of challenge limits students' progress. Teachers' questioning often seeks only short responses and factual recall. Teachers rarely ask searching questions or give students time to consider their responses.
- The professional development and regular monitoring by the principal are yet to have an impact on the quality of teaching. Good links are made in most subjects to life in the UAE. The classrooms are uninspiring, and the lack of technology limits innovative teaching.

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

- Teachers now link internal assessment processes more effectively to the school's increasingly appropriate curriculum standards. At the FS and primary phase, weaker assessment practices in English, mathematics and science result in unrealistic estimates of attainment.
- Benchmarking of internal assessments against external tests and examinations is at an early stage, though it is better in Secondary. Teachers are starting to use information from assessments to match learning tasks to the needs of different groups of students to improve their progress.
- Staff are beginning to implement helpful advice on assessment from the new principal. They have good knowledge of their students' strengths and weaknesses but do not consistently provide them with helpful written feedback on their work.

For development:

- Promote independent learning, enquiry and critical thinking more effectively in lessons.
- Ensure that assessments are sufficiently rigorous and cover content at an appropriate depth.
- Use information from assessments more effectively to match the learning tasks to the needs of the different groups of students.

4. Curriculum

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

- The FS and the primary phase offer a broad and balanced curriculum that provides adequate progression. The school has identified gaps in primary students' knowledge and skills, and it is working to address them. Secondary and post-16 students follow prescribed external examination board programmes of study.
- Students' language development is a strong contributor to their access to the curriculum. Older students are able to choose those subjects that they wish to study, however the curriculum for the small post-16 cohort remains narrow. The curriculum is dependent on textbooks in many subjects, but it is supplemented with additional, relevant material in Secondary.
- A whole-school review has identified that students have only few enriching learning opportunities outside the classroom. This year, most students are given age-appropriate learning opportunities, related to their experiences, for them to develop and apply skills across a range of subjects.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Weak	Weak	Weak	Weak

- Across all phases, there is insufficient curriculum modification in place to cater for the needs of all groups of students. The school has plans to extend provision with a priority for Emirati students and for those with gifts and talents.
- Opportunities for innovation, creativity and social contribution are underdeveloped. The curriculum is still focused predominantly on academic achievement. The school makes a limited use of its environment to enhance provision.
- There is a significant capacity in the school to extend students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and values.
- Five lessons of Arabic are provided in FS 1 and FS 2 each week.

For development:

- Ensure that the curriculum in all subjects across the school is adapted to meet the needs of all.
- Increase opportunities for all students to make choices and to explore learning through the use of technology.

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

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

- The school has improved all aspects of health and safety, particularly with respect to safeguarding. There is now a robust safeguarding and child protection policy in place. All staff are fully aware of the policy and have had certificated training on it.
- The FS area is now safer with a new fence surrounding the play area. Bus transportation is also safer, as the school staff and parents can now use an application to track the buses and the actual times students get on and off them.
- Medical staff care for students well, carry out regular routine checks and administer vaccinations. The school is proactive in the promotion of healthy lifestyles.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- The principal has introduced new measures to address behaviour management and has established an effective and consistent whole-school approach. Although efficient systems are in place to ensure very good attendance, attendance in the FS is only acceptable.
- The school has systems to identify students of determination. Policy and provision for those with gifts and talents are still developing, although a few opportunities for extra-curricular enrichment have been offered since the last inspection.
- The provision for advice and guidance, including career pathways, is not well developed. The principal and student support worker provide some help in these areas, assisting the coordinator of special educational needs who is responsible for students' well-being.

For development:

- Establish counselling and career advice services to support students in their academic, personal and social development.
- Enhance the provision for students with gifts and talents to enable them to reach their full potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusive education action plan is not having a significant impact on improving inclusion. The principal is aware of the fact that although there is a recently appointed inclusion champion, the inclusion support team has inadequate numbers of appropriately-trained staff to identify and meet students' needs.
- The procedures for the identification of students of determination are not sufficiently robust. The procedures for intervention are not personalised to target students' individual needs.
- Communication between staff and the parents of students of determination is not effective. It does not help improve support for students or guidance for parents.
- The changes to what is to be taught and learned are not sufficient to meet the individual needs, learning profiles, or ability levels of students of determination.
- The assessment, tracking, monitoring and evaluation procedures are not applied consistently and do not provide accurate information about students' progress.

For development:

- Establish a suitably-qualified and experienced inclusion support team that can accurately identify and meet students' needs and provide support, guidance and training for the other teachers.
- Ensure that the inclusive education improvement plan accurately reflects the school's vision for inclusion and that it is implemented effectively.

6. Leadership and management

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

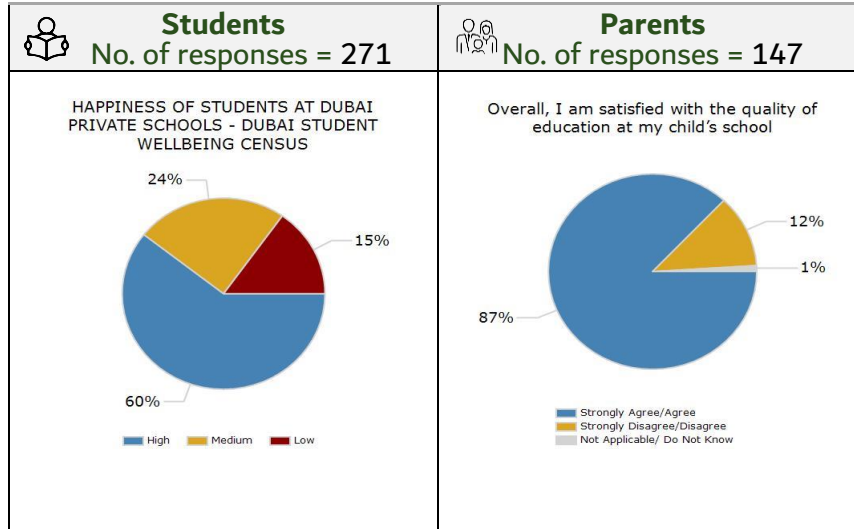
- The principal has a clear vision for the school which embraces the UAE and Dubai priorities. This has been shared well with staff and the governing body. The inclusive nature of the school has improved. The principal and a few of the heads of departments demonstrate both good leadership and understanding of effective teaching. This has clarified the expectations for teachers and middle leaders. The principal is supported by the owner and governing body and has the capacity to continue to improve the school.
- Self-evaluation is underdeveloped. It does not lead to sufficient improvement. Lessons are monitored by leaders through learning walks. However, there is insufficient focus on improving students' outcomes. Not enough use is made of analyses of assessment information. The school improvement plan is strategic, clear and well structured. It judiciously addresses seven key areas. It has already had some impact but has not had sufficient time to improve the quality of teaching.
- Parents are appreciative of the school's open-door policy and the improvements to communication. Although there are no formal parent representative groups, parents indicate that their views are respected. Regular written reports provide them with details of their children's marks but are less helpful in relation to next steps in their children's learning and personal development. The school has limited links with local, national and international schools.
- A new governing board has recently been formed. Its membership includes Emirati parents and members with expertise in inclusion, early years and other aspects of education. They have already visited classes and had discussions with staff and students. The board has discussed the principal's new policies and considered the school's strategic improvement plan. Members of the board are positive about their role in helping the school to move forward and in supporting and challenging the senior leaders.
- The school is managed well on a day-to-day basis. The premises provide an adequate environment for students, and specialist facilities are available. However, the school does not have a prayer room. A few middle managers are not fulfilling their roles well in some critical parts of the school. The principal has taken steps to improve the use of technology. There are insufficient resources for reading and independent study for both younger and older students.



For development:

- Improve middle leadership, especially in the FS, and the inclusion of all students.

Views of Parents and Senior Students

Before the inspection, the views of parents and senior 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 Dubai Student Well-being Census shows that secondary students are more positive than those in other schools in Dubai on most of the well-being measures. Students persevere more and engage more with schoolwork in this school. On a few measures, Emirati students are much more positive than their fellow students, and more positive than other Emirati students in Dubai.
 Parents	<ul style="list-style-type: none"> The majority of parents who responded to the survey are satisfied with the school and believe that their children are happy, safe and hard working. A large minority feel that school leaders and staff do not listen to them or act on their views. Inspectors do not agree with parents on this point.

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