

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

**Inspection Report
2018-2019**

**Al Sadiq Islamic English
School**

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
UK



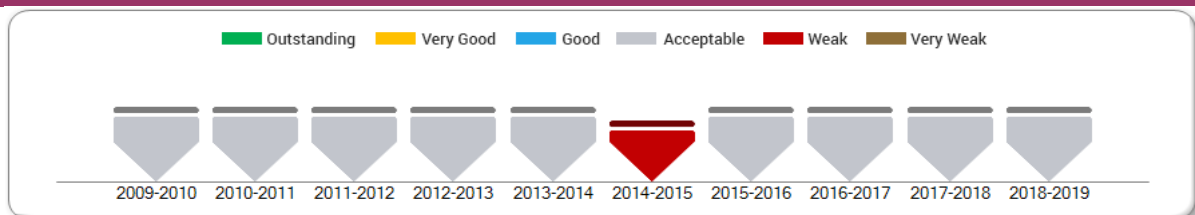
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1989
	 Website	http://www.alsadiqschool.com
	 Telephone	04-263-4083
	 Principal	Sadia Wajid
	 Principal - Date appointed	01/08/2018
	 Language of Instruction	English
	 Inspection Dates:	26 to 29 November 2018
Students	 Gender of students	Boys and girls
	 Age range	4-16
	 Grades or year groups	FS2-Year 11
	 Number of students on roll	2081
	 Number of Emirati students	40
	 Number of students of determination	154
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	156
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	24
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	36%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	CAIE Examination
	 Accreditation	N/A
	 National Agenda Benchmark Tests	GL, IBT Arabic, eTIMSS, PBTS, PISA

School Journey for Al Sadiq Islamic English School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students achieve acceptable outcomes in most subjects across all phases. In secondary science, they achieve good standards and make good progress. They make good progress in Islamic education. However, attainment and progress in English and mathematics have declined in the Foundation Stage and the secondary phase. Learning skills also declined and are broadly at an expected level in the Foundation Stage and primary years. There are more opportunities in the secondary years for students to develop learning skills to a good level.
- Throughout the school, students' behaviour is at least good and students have positive attitudes to learning. They have good understanding of Islamic values and their influence on life in the UAE. Students' social responsibility and innovation skills are acceptable. Only a minority of students in the secondary phase are involved in sustainability projects, innovation and entrepreneurial activities. Students' use of technologies to support their learning is limited

Provision for learners

- The quality of teaching is variable. In all phases it is of an acceptable standard. Most teachers have secure subject knowledge, plan structured lessons and use resources appropriately. Their understanding of how students learn best and their behaviour management strategies are inconsistent. Too often teachers focus on developing students' knowledge at the expense of the development of their learning skills.
- The curriculum is suitably broad and appropriately balanced. Additional language options benefit students who do not learn Urdu. Modification of the curriculum to meet the social, emotional and educational needs of students of different abilities is variable. Opportunities for students to engage in innovative, creative, enterprising and social activities are not planned well enough across the school.
- The policies and provision for health and safety, including child protection and safeguarding, are effective, although some drivers fail to adhere to safety procedures at the beginning and end of the school day. The school successfully manages students' attendance and punctuality. The medical staff monitors students' well-being appropriately and promotes healthy lifestyles. The inclusion staff assesses and identifies students with special educational needs. The quality of interventions and support for students are varied.

Leadership and management

- The entirely new senior leadership team has made a determined start to raising students' achievements. The new leaders are committed to improving the school. The principal has managed the transition effectively and gained the support of most parents, who have an increasing voice in the school, including through the newly convened board of governors. Nevertheless, there are no systems for holding senior leaders to account for the school's performance, and not all governors have received safeguarding training. The school is adequately staffed in most areas.

What the School does Best:

- Progress made by students in Islamic education, the standards achieved in science and learning skills in the secondary phase are good.
- Students have at least good personal skills.
- Islamic values are good across all phases of the school.
- The principal and senior leaders share the vision, drive and determination to raise expectations and improve outcomes for students.







Key Recommendations:

- Improve students' progress in all subjects, especially their literacy and reading skills in English and Arabic.
- Improve the quality of teaching to support, more effectively, the development of students' learning skills, to improve their progress and raise attainment.
- Develop teachers' understanding of assessment so that they can adjust learning activities more accurately to meet the needs of all students.
- Strengthen middle leadership and increase accountability at all levels.
- Enhance board members' effectiveness and accountability in key functions and safeguarding.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable ↓	Acceptable	Acceptable ↓
	Progress	Acceptable ↓	Acceptable	Acceptable ↓
 Mathematics	Attainment	Acceptable ↓	Acceptable	Acceptable ↓
	Progress	Acceptable ↓	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
Learning skills		Foundation Stage	Primary	Secondary
		Acceptable ↓	Acceptable	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable ↓
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments **meets expectations**

- The school exceeded its targets in the most recent TIMSS assessments but, on average, students' attainment declined in English and mathematics but is sustained in a small sample of science classes. Students' achievements are better than that predicted by their CAT4 measured potential.

Impact Of Leadership **is approaching expectations**

- Leaders at all levels support the vision of the National Agenda and there is an emerging drive for change within the school. The impact of the comprehensive action plan is not yet monitored as well as it could be. Leaders demonstrate a developing understanding of N.A.P. data analysis and what constitutes effective, data-informed interventions, but the school is in its early stages of putting these in place. Curriculum adaptation is not yet consistently incorporating identified TIMSS and PISA content and skill priorities across all subjects and phases. Staff have mapped the curriculum and are working on strategies to improve students' attainment levels by completing gap analyses.

Impact Of Learning **is approaching expectations**

- The results of cognitive ability and benchmark tests are just beginning to be used by a few teachers to identify strengths and areas for development in learning skills, but the impact on learning is minimal overall. The school is developing its teaching and learning protocols to promote enquiry, critical thinking, research and independent learning skills. Staff are yet to fully embrace such initiatives. The use of technology to support learning is just emerging.

Overall, the schools progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Develop an action plan with measurable targets to guide the school towards improved TIMSS and PISA results that achieve their current NAP goals.
- Ensure that there is consistent curriculum adaptation across all subjects and phases that incorporates the identified TIMSS and PISA content and skill priorities.
- Ensure that all students have consistent opportunities to develop their thinking skills through regular exposure to reasoning, problem solving and decision-making activities.

Reading Across the Curriculum

- A new reading policy prioritises a systematic phonics programme in the Foundation Stage. Internal and external test data are informing the reading interventions.
- Children in the Foundation Stage and primary years are not achieving the standards for their ages. School data indicate that reading achievement gradually improves in the secondary years.
- The main library and various classroom libraries are being upgraded to improve students' reading experiences. Students in both primary and secondary year groups visit the main library once a week.
- School leaders are committed to developing highly proficient readers. A literacy policy and a reading action plan, which includes the appointment of a reading champion, have been approved.

For Development:

- Implement a systematic approach to the teaching of reading skills in both English and Arabic.

UAE Social Studies

- The curriculum is taught using English language from Years 2 to 10. Topics cover the UAE context in relation to how the nation has developed through planning and decision-making.
- Learning skills are at an early stage. Students tend to be passive in lessons, they contribute if asked to do so, but thinking critically is not prominent.
- Students enjoy learning about the UAE; this is mainly knowledge based among the younger students. Older students have opportunities for negotiation and problem solving, but not to discuss and debate.
- Progress is dependent upon students' levels of engagement and interest in lessons. There is not enough active learning for students to develop, for example, a hypothesis about a topic.

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

Innovation

- Innovation is not a significant feature of students' learning in all phases. Except in the secondary phase, there are missed opportunities to develop imaginative ideas, find solutions and do research.
- A minority of students in the upper secondary years participate in award winning and high profile organic gardening and hydroponic innovative projects that support the development their innovation skills.
- Teachers provide a few opportunities for students to develop their critical thinking and problem-solving skills but generally, these are insufficient to develop students' creative and innovation skills.
- The curriculum is not consistently adapted across all phases to promote innovation opportunities, although innovative skills develop well through the school's garden initiative.
- Senior leaders understand the benefits of innovation, but the rigorous development of students' innovation skills in all phases is not an immediate priority.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- Most students demonstrate levels of understanding that are in line with the curriculum standards. The school's internal assessments identify higher levels of attainment. Students' achievements gradually increase in the secondary phase.
- Primary students clearly distinguish Zakat and Sadaqa. Most students across both phases develop their recitation skills adequately. Primary students' understanding of Holy Qur'an Ayat is underdeveloped. Secondary students increasingly link Holy Qur'an verses and Hadeeth to support their opinions.
- Students' understanding and their abilities to link the Islamic values to real life, especially in Islamic for non-Arabic speakers, have improved as a result of active learning and skilful questioning by teachers.

For Development:

- Improve students' achievement, including their presentation skills, by planning lessons that are based on the accurate analysis of students' existing knowledge, understanding, and skills.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable ↓	Acceptable

- For most of students, attainment and progress are in line with the expected curriculum levels. Internal school data indicate much higher levels of achievement than the standards observed in lessons and samples of students' recent work.
- Students have the expected listening skills. Their reading skills are at an early stage in the primary years. With support, secondary students can comprehend basic passages. Writing skills are the least developed of the four skills. There are limited opportunities to write in a range of genres or produce extended pieces of writing.
- In lessons, especially in higher year groups, the girls' progress is more rapid. They demonstrate greater understanding, higher levels of confidence and better expression when speaking and reading. A few students have been recognised, in competitions, for their speaking and reading abilities.

For Development:

- Improve students' skills in Arabic by accurately assessing their learning and raising expectations.
- Provide more opportunities for students to write at length for a wider range of purposes and audiences.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The attainment and progress of most students are in line with curriculum expectations. The school's analysis of internal data is overly generous and does not match standards observed in lessons and in samples of students' work. Students' attainment across all literacy skills is inconsistent.
- Across all phases of the school, students' listening skills are relatively strong. Speaking skills are less well developed because these are limited to short conversations and rarely linked to familiar real-life situations. Most students can adequately read familiar texts, but their writing skills are developing too slowly.
- Girls' attainment and progress are better than those of boys.

For Development:

- Improve students' writing skills by providing more, relevant opportunities to practise and by having higher expectations of what students can achieve.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable ↓	Acceptable	Acceptable ↓
Progress	Acceptable ↓	Acceptable	Acceptable ↓

- Children in the Foundation Stage are working at the levels expected for their ages. Students continue to make steady progress and most achieve broadly in line with curriculum standards in some aspects of their English skills. By Year 11, students achieve well in second-language English examinations.
- Across the school, students' speaking skills are more advanced than their reading and writing. Students too frequently write as they speak, adversely affecting their use of suitable vocabulary and accurate grammar. Reading skills are underdeveloped in all phases.
- The school's very recent emphasis on more systematic learning of phonics is at an early stage. Across the school, students' emerging use of a range of reading strategies is starting to support improvements in understanding unfamiliar texts.

For Development:

- Improve students' reading skills by promoting enjoyment of reading, teaching a range of reading strategies and providing continual opportunities for students to read.
- Provide regular opportunities for active and purposeful use of new vocabulary in speech, to build more accurate and confident speaking and writing skills.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable ↓	Acceptable	Acceptable ↓
Progress	Acceptable ↓	Acceptable	Acceptable ↓

- Students achieve standards in line with curriculum expectations across all phases and make the expected progress in lessons. Students' work, assessment data and classroom observations indicate that attainment has declined in the secondary years from the previous inspection.
- In the Foundation Stage, the children's counting skills and knowledge of flat shapes are secure. In primary classes, students' mental and calculation skills are not well developed, and this limits their abilities to solve problems. By Year 11, only a minority of students can apply the mathematics they know to construct and compare linear, quadratic and exponential models and solve problems.
- There is a focus on raising levels of attainment and improving progress in all phases as outlined in the school action plans, but it is too soon to identify measurable impact.

For Development:

- Develop students' conceptual understanding and skills in solving problems that require extended reasoning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- Students' attainment and progress on internal and external tests, in lessons, workbooks and against curricular expectations across all phases, is varied. The strongest achievement is in the secondary phase where the majority of students achieve above the curriculum expectations.
- Most children in the Foundation Stage develop some scientific skills using their curiosity to explore and investigate. Most primary students have emerging enquiry and investigation skills that support their scientific thinking. In secondary classes, most students can apply their scientific knowledge, their deepening thinking skills and their understanding to solve scientific problems.
- Older students make meaningful connections by linking their learning to everyday experiences. Their increased understanding of the application of science to technology, engineering and mathematics is beginning to accelerate their achievement.

For Development:

- Develop the scientific enquiry skills of all students by improving the planning of their investigative work; how they obtain and present evidence and then evaluate it.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable ↓	Acceptable	Good

- Students' learning skills are developing, especially in key subjects in the secondary years, but there are not enough opportunities for students to initiate tasks and reach their own conclusions. Working collaboratively is not a feature of most lessons, and students' capacity to organise their own learning is limited.
- Children's skills develop more effectively in the Foundation Stage when they are provided with a range of learning activities from which to choose. Older students communicate their thinking when given the opportunity to do so. Quite often they are passive learners and therefore do not develop critical thinking skills.
- Students do not use technology in their work sufficiently. This affects their abilities to carry out research to support their learning and their technological skill development. Tasks generally do not challenge students sufficiently to plan, think independently and create innovative solutions.

For Development:

- Increase the opportunities for students to develop a wide range of independent learning skills.
- Provide more opportunities for students to use digital technologies to help develop their skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Students across the school have positive attitudes toward learning and a sense of personal responsibility. Courteous and respectful relationships are evolving between students and the large numbers of new teachers. Students' attendance and punctuality are good and improving.
- Most students behave well when in lessons, at break times and when moving around the school. Primary aged students usually exercise self-control, except on a few occasions in boys' classes when their behaviour falls below expectations. Older students have greater opportunities to exhibit self-reliance.
- Most students show perseverance and remain attentive in lessons, even when the teaching is not interesting. Most students are considerate and caring, but there are incidents of bullying. Students across all phases choose to eat healthy foods. They enjoy physical education classes and eagerly participate in sporting activities.

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

- Across the school, students demonstrate good levels of understanding of the influence of Islamic values on life in the UAE.
- Students are knowledgeable about the different aspects of Emirati heritage and culture that underpin modern life in the UAE. Children in the Foundation Stage have a secure, age related knowledge of Emirati culture. Students sing the UAE National Anthem proudly and take part in National Day celebrations at school.
- Students share with pride their understanding of their own cultures and traditions. They demonstrate appreciation and respect for other cultures, participating in some cultural celebrations. Their knowledge about other worldwide cultures is more limited.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Acceptable ↓	Acceptable ↓

- Students have a limited range of leadership opportunities. They willingly participate in activities planned by adults at school. Older students occasionally initiate and lead projects, but this is not a common feature in all phases across the school.
- From Foundation Stage upwards, students demonstrate a positive work ethic. Students in Years 10 and 11 engage in entrepreneurial activities such as selling produce grown in the school organic garden. The profits fund ongoing gardening costs and any surplus money is donated to chosen charities.
- Students take care of their immediate surroundings. The youngest children tidy up after themselves following learning activities. Older students are aware of some important environmental issues. Students participate in a limited range of activities that support sustainability and conservation in their school environment.

For Development:

- Increase the opportunities for students in all phases to have roles of responsibility, demonstrate initiative and develop innovation skills.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable ↓

- The quality of teaching is variable. Most teachers demonstrate accurate subject knowledge, but their understanding of how students learn best is less secure. A large minority of teachers are very new to the school. Not all have mastered effective behaviour management strategies, particularly in the primary years.
- Most teachers plan structured lessons and use basic resources appropriately. They often seek simple correct answers from their students, rather than deeper explanations. Generally, teachers allocate too much of their lessons to sharing knowledge at the expense of facilitating active learning and the development students' skills.
- Teachers are increasingly aware of the assessment outcomes. The most skilful teachers use this information to adjust their lessons to meet the needs of different groups of students, providing additional support and greater challenge as needed. This is not consistently the case in all lessons.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Assessment procedures across all phases are becoming more systematic, but are not used consistently enough to adjust the curriculum and inform teachers' planning. Discrepancies exist in most subjects between externally and internally generated assessment results.
- A few teachers use formative and summative assessment data when planning lessons, to provide students with effective support and interventions. Such assessment procedures are beginning to help a growing number of students to know their attainment levels, rates of progress and next steps in their learning.
- A school-wide electronic system to improve teachers' use of assessment data and to monitor and track students' progress is in its early stages of operation. It is too new to have significantly enhanced provision or positively affected students' learning.

For Development:

- Support teachers to develop students' learning skills more effectively.
- Identify the amount of progress students make by the ends of lessons or units of work.
- Share the best examples of teachers' use of assessment data across all subjects to meet the needs of all students and help raise their achievement.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable

- The broad, balanced and relevant Early Years Foundation Stage curriculum provides clear progression, particularly supporting children's early acquisition of physical, aesthetic and creative skills that contribute well to their wider learning.
- Internal review processes are increasingly supporting curriculum development. Additional language options benefit students who do not learn Urdu. Planned improvements aim to refine the continuity and progression of students' transitions between phases.
- School leaders have identified important areas for development, notably in students' reading and literacy skills in English and Arabic. Curriculum adjustments have widened subject choices in the secondary years and provide options to suit students' different ability levels in English through provision of first and second language courses.
- The moral education programme is taught in English, in discrete lessons from Years 1 to 10. A range of suitable resources is used to support this learning. Regular assessments of students' knowledge and understanding allow teachers to provide adequate feedback on their achievements.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Teachers' modification of the curriculum to meet the social, emotional and educational needs of students of different abilities is variable. Teachers have a growing awareness of the specific needs of students of determination. However, they are not always able to adapt lessons sufficiently to accommodate students' individual learning programmes.
- Opportunities for students to engage in innovative, creative, enterprising and social activities are not fully planned across all phases of the school. As a result, only a minority of students benefits. When given the opportunity, students enjoy participating in competitions and a few have achieved notable success.
- Some appropriate learning experiences are taught in discrete social studies lessons, through assemblies and national celebrations. These support students' good knowledge and understanding of the UAE, its heritage and culture.
- Arabic is taught to all children in the Foundation Stage 2 for a period of 40 minutes weekly.

For Development:

- Ensure that planned curriculum development supports the teaching of reading skills in all subjects across the curriculum.
- Plan modifications to the curriculum more effectively to support learners, including students of determination, to achieve better outcomes.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable

- The provision for health and safety, including child protection and safeguarding, is effective across the school. Health and safety policies are reviewed. Risk assessments are carried out and evacuation drills are practised at regular intervals.
- Safety procedures for the beginning and end of the school day have been improved. There remains resistance from some drivers to adhere to these. Arrangements are thorough, systematic and working well in the Foundation Stage.
- The premises provide a safe, secure and inclusive physical environment. Buildings and equipment are maintained to at least adequate levels. Medical services are effective, students' well-being is monitored, and healthy lifestyles are promoted.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- In general, the relationships between the staff and students in the school are mutually respectful, particularly in the Foundation Stage. Most students conform to the school's behaviour policy. Professional support is provided by the inclusion team for students with social and emotional difficulties.
- The school successfully promotes and achieves a high level of attendance. Appropriate communication systems are in place to ensure, swiftly, that parents are aware of their children's punctuality and attendance on any given day.
- Increasingly effective assessment procedures identify students of determination. All students have access to the school counsellor to discuss social and emotional issues. The school counsellor, in collaboration with teachers and leaders, implements a programme to support students' well-being across the school. Career guidance for the older students is limited.

For Development:

- Embed the new behaviour management policy to ensure a consistent approach to the eradication of low-level interruptions in lessons.
- Maintain vigilance at the end of the school day and embed new safety procedures related to the departures of students in private vehicles.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and senior leaders are committed to an inclusive ethos. They have implemented an inclusive education policy, appointed an inclusion governor and set up an inclusion action team. The inclusion governor is accountable for the outcomes of students of determination.
- The school uses a range of formative, summative and diagnostic assessment strategies to identify, appropriately, the special educational needs of most students. The school is developing a more accurate overview of the trends of needs. Leaders are aware of key issues for improvement.
- The inclusion team works hard to ensure that parents of students of determination are kept informed about their children's progress. Most parents have a positive relationship with the school. Communication between home and school is appropriate. Parents benefit from some training and support provided by the inclusion team.
- Curriculum modifications do not consistently provide effective interventions that students of determination may require. Planning and resources are not sufficiently personalised to the needs of individual students. The use of technology to support their learning is limited. Few opportunities are provided for collaborative learning, reflection or critical thinking.
- Students' work and teachers' assessments indicate that most students of determination are making the expected gains in progress over time. The development of a wider range of tracking and monitoring tools is necessary to ensure consistency when evaluating students' work.

For Development:

- Provide class teachers with professional development to help them interpret Individual Education Plans and broaden their teaching strategies to ensure students of determination reach their potential.

6. Leadership and management

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

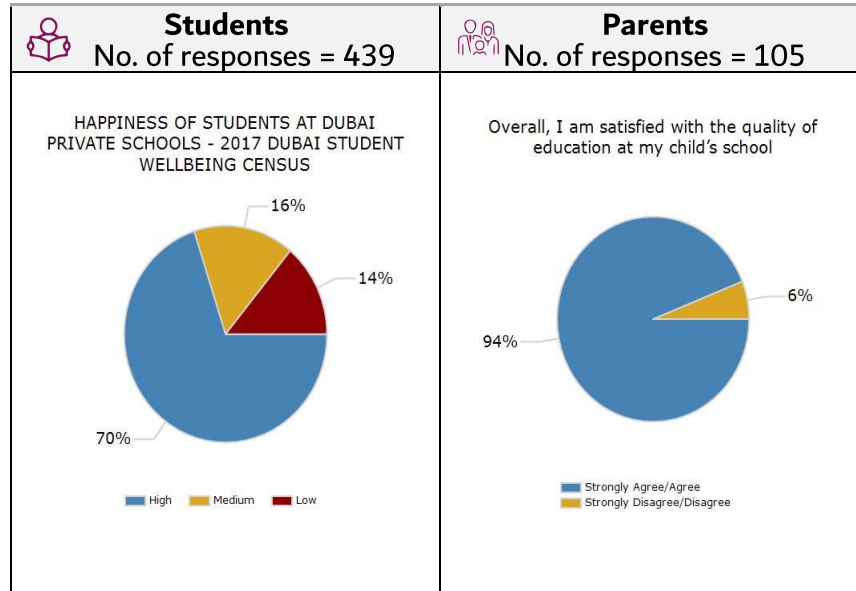
- The newly appointed principal and senior leaders share a vision of improvement with students' achievement at its heart. The principal has set a clear strategic direction and has managed substantial changes within the school. The leadership team has thorough knowledge of the curriculum, assessment, quality teaching and learning. These leaders have started to take the school to the next level, demonstrating capacity to improve students' outcomes, although the skills and experience of middle leaders are variable.
- School self-evaluation provides leaders with realistic and mostly accurate judgements, except when missing or unreliable data hindered the process. Recent assessment data are used to identify key priorities to raise students' achievements. Improvement planning is detailed and ambitious. New leaders have started to address last year's inspection recommendations through recruitment, frequent monitoring of teaching and skilled coaching. The teachers' professional development needs have been identified and individual teacher improvement plans have been devised.
- Parents are adjusting to recent changes. They welcome better safety and the improving care and respect shown to their children. Most are supportive of the new leaders, which (they say) gives them hope. The school communicates with parents increasing well through a range of digital media. The format of reports on children's academic, personal and social development is being revised. There are some links with other schools.
- The newly convened governing body includes parents and takes account of their views. The governors ensure that statutory requirements are met and provide resources to address identified gaps. Systems for monitoring the school's actions and holding senior leaders to account for the quality of the school's performance, including the achievements and personal development of all students, have not been established. Not all members of the governing body have undertaken safeguarding training.
- Most day-to-day procedures and routines are managed effectively and efficiently. The majority of teachers, many of whom are new to the school, are suitably qualified. The premises, although dated, are generally adequate and appropriate. Specialist facilities have been upgraded including the newly refurbished library, multi-purpose hall and a play area in the Foundation Stage. Insufficient digital resources in all phases of the school is preventing the development of students' technological and independent research skills.



For Development:

- Strengthen the skills of subject leaders.
- Hold leaders at all levels to account.
- Train governors in key board functions and in child safeguarding.

The View of parents and senior students

Before the inspection, the views of the 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"> Students' responses to the well-being survey are generally positive and in line with other students across Dubai. A large majority are optimistic, feel safe in the school and have a strong sense of belonging. However, a minority, particularly in Years 6 to 9 express concerns about incidents of bullying.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the education that the school provides and the skills their children are developing. They believe that the school environment is safe and that the school is responsive to their views. They indicate that they have access to information to help their children at home. A minority express the opinion that there are incidents of bullying at the school.

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