



Al Sadiq Islamic English School

 Curriculum: UK

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	20
Inclusion	21
6. Leadership and management	21
The views of parents, teachers and senior students.....	25



School information



General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	http://www.alsadiqschool.com/
Telephone	0097142634083
Address	Al Qusais #2 Next to the MOE P.O. BOX 16196
Principal	Tajammul A. M.
Language of instruction	English
Inspection dates	14 to 17 November 2016

Teachers / Support staff	
Number of teachers	130
Largest nationality group of teachers	Indian
Number of teaching assistants	16
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	21%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	KG 1-Grade 11
Number of students on roll	1955
Number of children in pre-kindergarten	0
Number of Emirati students	47
Number of students with SEND	26
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	CIE
Accreditation	Cambridge International
National Agenda benchmark tests	IBT



The DSIB inspection process



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

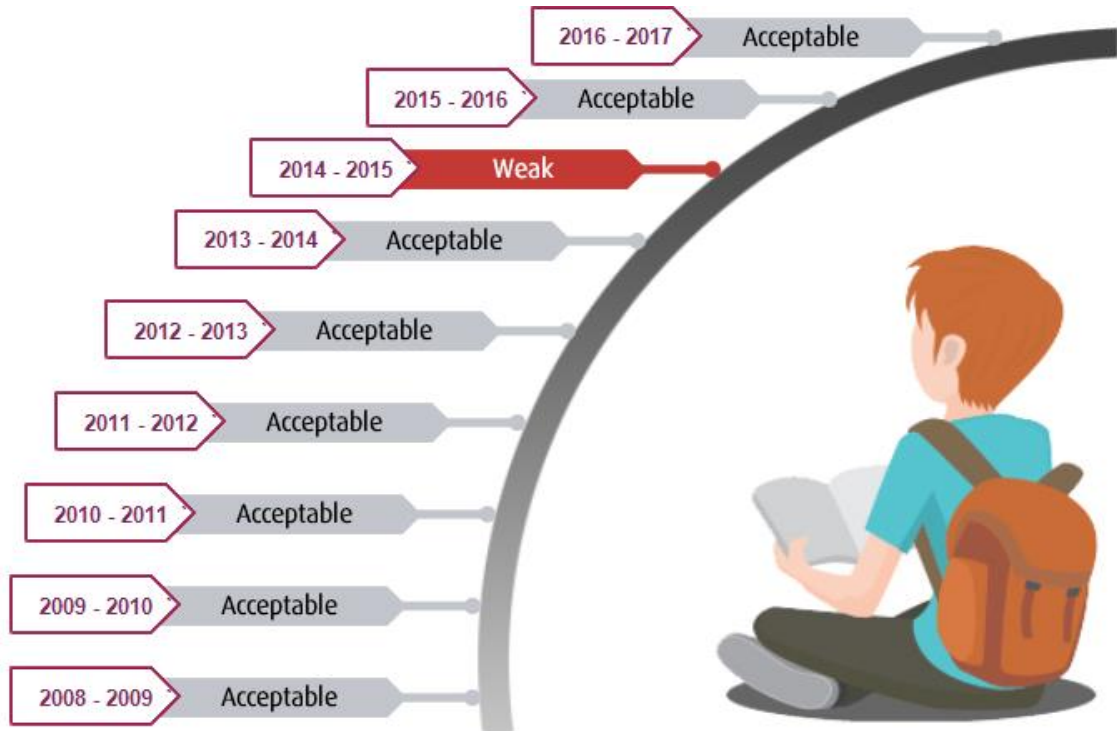
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Al Sadiq Islamic English School



- The school opened in 1989 and has been judged acceptable in each year of inspection, except 2014-15 when it declined to weak. The number of students attending the school has varied little in recent years and was 1,955 at the time of the inspection. The principal has been in post for a number of years. 28 teachers new to the school in this academic year. This represents 21 percent of the teaching staff.
- Over the past three inspections, recurrent strengths included students' good behaviour and personal responsibility, and understanding of Islamic values, UAE culture and history.
- Recommendations over the same period focused on improving governance, leadership, self-evaluation, curriculum, teaching and assessment, especially in primary, and provision for students with special educational needs.

Summary of inspection findings 2016-2017



Al Sadiq Islamic English School was inspected by DSIB from 14 to 17 November 2016. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the Foundation Stage (FS), attainment and progress are good in English, mathematics and science. In primary, attainment and progress are acceptable, except in Arabic as a first language, where progress is good. In secondary, attainment is good in English, mathematics and science, and acceptable in Islamic education and Arabic. Progress is good in English, mathematics, science and Islamic education, and acceptable in Arabic. Students' learning skills are good in FS and secondary, and acceptable in primary.
- Students' personal and social development is at least good across all phases, and continues to be a strength of the school. Students have good understanding of Islamic values, Emirati and world cultures. In secondary, personal development is very good and growing numbers of students demonstrate innovative thinking.
- The quality of teaching for effective learning is good in FS and secondary, and acceptable in primary. Teachers' use of assessment to guide students' learning is good in FS where it enables the setting of tasks and activities well-matched to children's learning needs. These good features of teaching and assessment contribute to students' improving progress in the majority of key subjects.
- The quality of curriculum design and adaptation is good in FS. Frequent and regular review and development ensures learning activities are well-matched to children's development needs. Curriculum adaptation is less effective in primary and secondary. Innovative extra-curricular activities in secondary, and project work in primary, increasingly helps students' develop independent learning skills.
- Protection, care, guidance and support is good in FS and acceptable in other phases. Arrangements to ensure health and safety, including safeguarding of students are adequate, with clear and comprehensive policies in place.
- School leaders have overseen improvement in aspects of teaching, assessment and students' attainment and progress. However, this is not yet consistent across all key subjects in all phases of the school. New governance arrangements need to establish clearer lines of accountability for school improvement. Parent partnership remains strong. Improved staffing and resourcing do not yet fully support new learning approaches.

What the school does best

- Students make good progress in Islamic education in secondary, and in Arabic as a first language in primary. Students in FS and in secondary show good attainment and progress in English, mathematics and science.
- Students demonstrate good learning skills in FS and secondary, and secondary students' personal development is very good.
- Teaching is good in FS and secondary, and assessment is good in FS.
- Students' show strong awareness of UAE values and culture across the school.

Recommendations

- Increase the effectiveness of self-evaluation and improvement planning by rigorously monitoring teaching to ensure that the strategies used help students make measureable progress in lessons.
- Improve the quality of teaching, especially in the primary, by:
 - compiling an accurate profile of each teacher's strengths and development needs
 - providing regular and well-paced professional development, aligned with school priorities and teachers' specific development needs
 - ensuring that teachers enable primary students to learn more actively, especially in the lower years, providing smoother transition from FS
 - providing suitable resources to support active learning in key subjects across the primary phase.
- Improve how teachers use assessment information to meet the learning needs of different groups of students in primary and secondary by using what they know about students' performance and progress to ensure that daily lessons provide suitably challenging learning for all students, including those with SEND and those who are gifted and talented.
- Improve the quality of curriculum design and adaptation in primary and secondary by ensuring that all curricular programmes provide purposeful and progressive learning experiences well-matched to curriculum standards, for all groups of students, and especially in alternative provision for the substantial number exempted from learning Urdu.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:







- Attainment based on the National Agenda Parameter is meeting expectations in mathematics and science; it is above expectations for English.
- The school meets the registration requirements for the National Agenda Parameter.
- The school analyses the N.A.P data in some depth. A good action plan contains relevant key performance indicators to address the modifications needed. The data is set alongside the internal curriculum data but is insufficiently aligned. Accordingly, teachers cannot yet use the data to raise standards further, or to analyse why the two assessments' outcomes do not agree.
- The school has made sufficient progress in analysing the data from TIMMS and PISA to identify the strengths and weaknesses in the content of each subject. Curriculum modifications have recognised the further need for knowing, applying and reasoning in learning.
- The school has recognised the need for adaptations to its teaching strategies to meet the National Agenda targets. They base this on the concept that students' learning skills can be further developed, through better motivation and involvement in active learning, centred on deeper thinking and evaluation. There is still some way to go to make this consistent across all grades.
- The results of students' assessments are valued by the school and the teachers know their students well. However, resources and learning tasks that prioritise student-led learning are still not the norm throughout the school.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

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	Good ↑	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good
Mathematics 	Attainment	Good ↑	Acceptable	Good ↑
	Progress	Good ↑	Acceptable	Good ↑
Science 	Attainment	Good ↑	Acceptable	Good ↑
	Progress	Good ↑	Acceptable ↑	Good ↑
		Foundation Stage	Primary	Secondary
Learning skills		Good ↑	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	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Acceptable	Good ↑
Assessment	Good ↑	Acceptable	Acceptable

4. Curriculum

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


Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good ↑	Good ↑
Science	Good ↑	Good ↑

- The majority of children demonstrate literacy skills above the school's curriculum standards. Evidence in lessons indicate that the integrated curriculum provides good cross-curricular links, enabling children to use their speaking, listening, reading and writing skills in all content areas. They are able to communicate their learning clearly, read short sentences, and write for meaning and purpose. Assessments show that over time and in lessons, children make better than expected progress.
- The knowledge and skills of the majority of children are above expected curriculum standards in mathematics. Their ability to use these skills in real world applications results in good progress from their starting points and as measured against the learning objectives of the curriculum. Assessment information and children's work indicates that most children have above age-appropriate number and operations knowledge, and are able to demonstrate their understanding of geometry, measurement, addition and subtraction.
- In science, the majority of children are secure in their understanding of the world and make better than expected progress as they use their curiosity and sense of wonder to investigate scientific concepts. Through daily activities and focused lessons, their understanding of the weather, living and non-living things, and a healthy lifestyle are progressing well. The children can use enquiry and observation skills to discuss and write about their world to levels above curriculum standards. Results of assessment show that progress over time, as measured by learning objectives, is better than expected.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Good ↑
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable ↑

- Most students attain levels in Islamic education that are in line with the Ministry of Education (MoE) curriculum standards. Although internal assessments show progress over time as above expectations, progress in lessons and in written work is only acceptable. The majority of non-Arab students, demonstrate independent thinking in their recent work. Students in upper grades, especially girls, make better progress than those in lower primary. Non-Arab students make better progress than Arab students.
- In Arabic as a first language, most students attain in line with national curriculum expectations. Students listen well. Speaking skills are better developed in upper primary. Students' reading skills are acceptable overall. In lessons, the majority of older students confidently demonstrate good comprehension. They enjoy choosing weekly reading, but texts offer insufficient challenge. There is no external benchmarked assessment in Arabic. The school's internal assessment is not used to inform next steps in learning. In lessons and recent work, the majority of students demonstrate good progress against learning objectives and starting points.
- In Arabic as an additional language, most students attain in line with curriculum expectations. Reading and listening skills are adequate. Speaking is better when students use high frequency words. Students' writing skills are less secure because they have too few opportunities to write independently. Students make acceptable progress when measured against their starting points, but this improves when students are more interested in the topic, for example, when Grade 4 students were given the opportunity to learn through acting. Boys and girls make similar progress, but students with SEND do not make sufficient progress.
- In English, most students make expected progress from their starting points. Progress is slower in the lower grades but increases in upper primary, and, consequently, attainment is in line with curriculum expectations by the end of the phase. While speaking and listening skills develop well, weaknesses in vocabulary, spelling and grammar have an adverse impact on extended writing and reading comprehension.
- In mathematics, the results of internal assessment indicate that most students' work is broadly in line with age-related expectations, with older primary students regularly attaining higher standards. External test results reflect the same age-related patterns, and show attainment levels in line with international standards. Younger students understand the basics of shape and space, related to area. In upper grades, students calculate compound shape perimeters using prior learning. Most groups of students make expected progress, although students' recent work shows uneven progress across the lower grades.

- In primary science, attainment has improved over the past year but students' outcomes are still below national and international standards. However, evidence from lessons and students' recent work provides a stronger picture and overall, attainment is acceptable. Students can follow teachers' instructions but do not spontaneously ask their own questions or make enquiries. For example, Grade 5 students accurately sort substances that transmit light as transparent or translucent, but do not ask or try to explain why this is so. Different groups of students are not enabled to make adequate progress during lessons.

Secondary		
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 attain in line with MoE curriculum standards. In lessons, most Grade 7 students understand how important worship is for Muslim life. Internal assessments over time show that students' attainment is above expectations. However, examinations lack sufficient challenge to provide reliable assessments. Recent work shows that the majority of students confidently understand the life of the Prophet (PBUH). Upper grades, especially older girls, make better progress.
- In Arabic as a first language, most students attain in line with curriculum expectations. They listen and respond well to standard Arabic, and speak accurately with few colloquialisms. Their reading is adequate. In upper grades, students show limited independent comprehension of familiar parts of novels. No external benchmarking assessment is conducted in Arabic. The school's internal assessment is not used to inform next steps in learning. Students' recent work demonstrates improved progress compared to their starting points, but extended writing is still underdeveloped.
- In Arabic as an additional language, most students attain in line with expectations. Writing and speaking skills are less secure, with insufficient use of complex sentences. Progress is better when students are more engaged, the topics are interesting, and materials are age-appropriate and linked to real life. For example students in Grade 8 participated well in the topic about holidays. Progress over time is acceptable. In the better lessons, new students are given extra support, but this is not consistent. Girls' attainment and progress are better than that of boys.
- In English, results of internal assessments, scrutiny of students' work and lesson observations indicate that the majority of students make better than expected progress. Progress accelerates in the upper years of the secondary phase and, consequently, most students achieve good IGCSE second language examination results. Trends over recent years show that this is a consistent pattern. In Year 11, speaking and listening skills are well developed. Reading and extended writing skills, whilst below the other skills, are improving. Girls perform better than boys in lessons and in examinations.

- In mathematics, although the results of internal and external assessments vary, the majority of students attain above age-related curriculum standards. Most students progress well in understanding the relationships between related shapes, for example, cylinders and cones. They successfully distinguish like and unlike terms to solve algebraic expressions. Compared to internal and external baseline assessments, the majority of students make good progress. They do this by making connections between new learning and what they already know. A minority of students predicted to be well-above the age-related norms make less good progress and do not reach their potential.
- In science, the majority of students attain levels above age-related curriculum expectations. Their attainment compares well with national and international benchmarks. The majority also makes better than expected progress in lessons and over time. Students accurately record and analyse measurements during experiments. They systematically apply scientific methods and reach informed conclusions.

	Foundation Stage	Primary	Secondary
Learning skills	Good ↑	Acceptable	Good ↑

- Across the school, students have positive attitudes, best exemplified when they engage in active learning in FS or in challenging independent learning on topics that interest them in secondary. Across the primary and secondary phases, students are broadly aware of their strengths but this awareness is best developed amongst older secondary students.
- When given opportunities, most students collaborate well in small groups. They convey their learning clearly to their peers. They listen well and generally build on the contributions of others. Collaborative skills are best developed in secondary, for example, when students work effectively to design solutions and apply their learning in practical contexts.
- Children in FS develop their understanding of the world, exploring everyday situations. Throughout the school students progressively recognise connections between what they are learning and the wider world, and, as a result, they become more aware of how their knowledge and skills apply in everyday life. Older secondary students actively demonstrate this awareness, particularly when they engage in collaborative creative thinking.
- In secondary and FS, age-appropriate research activities take place more frequently. When given opportunities, students in all phases are able to extract information from texts and present summaries of what they have learned, for example, in project work carried out by primary students. Critical thinking and problem solving are emerging in mathematics and science lessons.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good ↑

- Students have a good work ethic. They are able to work independently when given appropriate opportunities. Children in FS enjoy their learning, show self-reliance and a developing sense of responsibility.
- Students display self-discipline and good behaviour in almost all lessons throughout the school. In the lower primary years and amongst secondary boys, there are a few isolated instances of poor behaviour.
- Students are courteous toward teachers and other students. They demonstrate respect and a willingness to help each other in lessons. Relationships between staff and students are respectful and appreciative.
- Students are aware of avoidable risks to health. Most students follow the school's advice about making healthy eating choices and taking regular exercise. In secondary, they are aware of the risks associated with the internet, social media, smoking and drugs.
- Students' attendance and punctuality are very good. Almost all students arrive promptly at the start of the day and are ready to start lessons on time.

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

- Students have a good appreciation of Islamic values. They are aware of many Islamic concepts, and they were reciting the Qur'an in the morning assemblies. They praise the role of the mosques. Children in FS recite short verses of the Holy Qur'an and can relate prayers "Dua'a" to their daily life.
- Students respect and appreciate the culture of the UAE, and relate these to the developments that occur in Dubai. They celebrate national events and contribute to heritage corners. Children in FS sing about the UAE and its seven emirates. Students across the school know many key historic and contemporary sites in age-appropriate detail.
- Students reflect a good understanding, awareness and appreciation of their own culture. Children in FS talk about poster displays of their own culture. Across the school, students are aware of other cultures and can compare the different features among them. However, they are not exposed widely to other cultures through their school activities.

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


- Students are committed to their school and initiate activities such as educational trips and after-school activities. They collaborate on projects to raise money and prepare food for the less fortunate. Older students provide academic support for the younger students, and they visit local elderly people. Foundation Stage children raise money and collect clothes for the Red Crescent to help Syrian refugees.
- Students have a good work ethic. They initiate and participate in a range of activities such as the Bake Sale day, the Solar System project and the Trade Fair organised by the Commerce Club.
- Students are highly involved in environmental awareness projects such as Hydroponic Farming and planting. They are keen to look at further ways to improve their school environment through projects such as filtering and reducing waste water. Children in FS reuse art materials and they know how to take care of their environment.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Acceptable	Good ↑


- Most teachers apply their good subject knowledge effectively to enhance students' learning. This was most evident in FS and secondary. Some primary teachers' subject knowledge in English and science is less secure. Most teachers can identify the strengths and weaknesses of their students and use this information to strengthen learning.
- Most teachers in all key subjects plan purposeful lessons. The pace of most lessons held the interest of the majority of students, although too few teachers allow time for reflection and independent thinking. Helpful resources were more apparent in FS and in secondary. Lack of active learning constrained effective teaching in early primary classes.
- Most teachers use questioning effectively to check students' understanding of lesson content. Interactions between students and teachers are often teacher-directed and do not allow for thoughtful discussion. In all phases, students use subject-specific vocabulary well. A few lessons include open-ended questions to provoke imaginative and innovative thinking. Opportunities for critical thinking and problem solving are stronger in mathematics.
- In FS, teaching strategies address the needs of different groups of students well. The contribution of teaching assistants, and the well-planned use of multiple play-learn areas, enhance this practice. Using the analysis of internal and external data to plan differentiated activities is less effective in primary than in secondary. Teachers' strategies to meet the needs of different groups of students are underdeveloped.

- Most teaching across primary and secondary does not yet systematically provide progressive opportunities for students to innovate, or to think critically, creatively and independently. In lessons, teachers increasingly use open-ended questioning to help develop critical thinking but this practice is not consistently supporting all students to develop this skill. Not all students are given opportunities to participate in projects developing innovation and creative thinking.

	Foundation Stage	Primary	Secondary
Assessment	Good 	Acceptable	Acceptable


- Internal assessment procedures are well linked to the appropriate curriculum standards and applied across subjects. Rubrics for each subject provide accurate information from which the school measures students' progress against the curriculum standards. However, processes to further analyse the information to provide more complete profiles of students' academic progress and personal development are under-developed.
- The school evaluates the results of international tests and examinations to help understand how well students are performing. Teachers do not yet align these results with internal assessments to consolidate their understanding of all students' skills and knowledge. Teachers do not yet compare student profiles across all subjects and phases to validate overall judgements on progress.
- Although school leaders use assessment information to track student progress, they do not consistently cross-check across key subjects to identify any trends in the performance of different groups of students. Analysis of trends in IGCSE results informs curriculum modification and teaching, and is contributing to improved achievement. However, this practice is not yet consistently used to help all teachers set targets, and adjust teaching strategies accordingly.
- The school effectively collects formative and summative assessment information to track student progress across programmes of study. However, beyond FS, teachers do not use this information to effectively modify tasks or to challenge all students' abilities. This is particularly the case for those students who have special educational needs and those who are gifted and talented.
- Teachers' knowledge of students' strengths and weaknesses is broadly accurate. In most lessons, teachers plan age appropriate work, but too often teach the same tasks to all students. Students are beginning to assess their own strengths and weaknesses but teaching and marking does not regularly build on this understanding to agree targets for suitable next steps in their learning.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good 	Acceptable	Acceptable

- The curriculum is relevant to most students' needs, meeting both school and national requirements. In FS, the curriculum provides a good balance between the development of knowledge and skills. The school closely follows the requirements of the authorised curriculum, except in primary and lower secondary English where modification aligns with IGCSE second language examination requirements.

- Curriculum planning builds appropriately on students' previous experience to prepare them for the next stage of their education. However, this is less effective between FS and Year 1, where, in all core subjects, teachers' expectations decline. Thereafter, increasing levels of complexity across the phases ensure continuity in learning. Older students are well prepared to continue their studies beyond the school.
- More flexible combinations of curricular options are now offered to older students, allowing them to pursue their interests and aspirations. Students wishing to enter examinations not offered in the curriculum are supported by the school to do so externally. The choices available to children in the FS during free-flow activities provide challenge to promote thinking and develop learning.
- Cross-curricular links enable students to develop their knowledge and skills in different contexts. Meaningful links across subjects are seen in mathematics and science lessons, particularly in secondary. In social studies, the application of literacy, numeracy and technology skills for researching the history, geography, culture and economy of the UAE are purposefully linked.
- The curriculum is regularly reviewed and increasingly monitored for its effectiveness in relation to students' achievement. The impact of these reviews is more apparent in FS and secondary, where it leads to better student progress. Available assessment data is not consistently used to support curriculum review or to prioritise curriculum development, especially in primary.
- UAE social studies is based on the MoE curriculum. It is carefully planned to provide students with a range of learning experiences and to develop students' knowledge, understanding and skills. The curriculum provides continuity and progression, with increasing depth in the coverage of concepts. Most students engage readily with the learning activities. They demonstrate creativity and are competent in their use of technologies to carry out research and complete projects for homework. UAE social studies is assessed to ensure that students make effective progress.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good 	Acceptable	Acceptable

- In FS, teachers regularly modify children's learning experiences well, using what they observe about their strengths and learning needs. Across both primary and secondary, modifications are not based sufficiently accurately on the identified needs of students, including gifted and talented students and those with SEND. In primary especially, teachers' expectations of particular groups are not always high enough.
- The school has further developed its programme of extra-curricular activities for students across primary and secondary. Activities offer students challenging opportunities for higher order and creative thinking, for example, through debating, drama, and film-making. More inclusion of such activities within the curriculum would provide greater challenge for all students. Community links are well-developed through many charitable activities.
- The school promotes links with Emirati culture and society across the curriculum. In daily lessons, in all phases, there are examples of well-contextualised reference to the country's history and traditions, as well as its modern achievements and aspirations.

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 school has formal policies and procedures for protecting students from harm and bullying, including an e-safety policy. Staff, parents and students are generally aware of these policies and adhere to them. When issues arise, the school reacts quickly to resolve problems and keep students safe.
- The school provides a safe, secure and hygienic environment. The arrangements to ensure health, safety and security are comprehensive and well-organised. All visitors are required to sign in before being admitted into the school. Bus arrival and dismissal, and parent drop-off and pick-up, are well supervised and orderly.
- The indoor and outdoor areas are all well maintained and checked daily. The quality of maintenance and record keeping is detailed and up-to-date. Medical and incident reports are accurate and current, including student vaccinations.
- The premises and facilities for staff and students are adequate. Equipment is regularly checked for safety. An elevator is available for anyone with physical impairments. Some outdoor play and physical education areas lack shade. Air conditioning in a few classrooms is not always fully effective.
- Provision for, and the promotion of, healthy living is a visible feature of the school. Students understand the importance of healthy food choices, as evidenced by their snacks and lunches. The canteen also provides mostly healthy choices. The physical education curriculum further supports healthy living and student well-being in the school.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- Most teachers have courteous relationships with students, especially in FS where behaviour is well managed, impacting positively on student learning. Children in FS develop strong personal and social skills, and make good progress academically. In a few lessons, younger primary students' impetuous behaviour is not consistently well-managed.
- The school maintains high attendance through rigorous proactive follow-up procedures. The school communicates with parents on a daily basis through text messages or via e-mails, and parents are invited to discuss any concerns which impact on regular attendance. Punctuality is not an issue and students arrive promptly for lessons most of the time.
- The school identifies students with special educational needs using appropriate assessments. Teachers in FS identify students through well-informed observation. Identification of students with particular gifts and talents remains underdeveloped.

- The school provides appropriate support for most students with special educational needs. In the FS, the programme is inclusive and supportive of all children. Students with SEND make at least acceptable progress in lessons and in individual support sessions. Support for the gifted and talented in lessons is still underdeveloped.
- The school provides appropriate guidance and support to students. Children in FS learn about healthy eating and teeth brushing. Guidance sessions for older students cover adolescence and healthy living. Morning 'quality time' sessions include moral education. However, primary students, especially boys, are not consistently aware of how to seek effective adult help if they are worried or upset.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- Senior leaders have provided additional staff and refreshed specialist facilities for students with SEND. Staff provide increasingly effective individual support. The SEND team advises teachers on suitable strategies for use in lessons, but this is not yet consistently effective.
- Most students with SEND are appropriately identified through effective use of a number of indicators, including formative and summative assessment.
- Most parents of students with SEND have a positive relationship with the school. There is scope to involve parents more fully as active partners in their children's learning by ensuring that progress information is shared in more detail.
- Teachers' approaches to curriculum adaptation do not consistently meet all the needs of students with SEND. There is further need for teachers to consistently use the advised strategies to support students' learning and personal development.
- Most students with SEND make acceptable progress in lessons and in their personal development. The tracking and monitoring of personal development targets does not take account of the need to promote students' independent learning.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Senior leaders, including the principal, ensure that the work of the school is directed towards achieving National and Emirate objectives. More needs to be done to ensure that these priorities are addressed consistently and effectively in the primary phase. The school makes acceptable provision for students with special educational needs and disabilities.

- Most senior leaders demonstrate a developing understanding of the curriculum and effective teaching approaches. This is more effectively applied in FS and secondary. In these phases, it is contributing to improved progress in the majority of key subjects, improved attainment in some key subjects, and improvement in aspects of older students' personal development.
- Relationships among senior and middle leaders are professional. The leadership team is well focused on securing improvement in FS and secondary. There is more to do to establish a consistently shared understanding, among senior and middle leaders, of what teaching for effective learning looks like in the primary.
- Leaders at all levels are fully aware that further improvements are necessary, particularly in the primary, and aspects of student progress and outcomes in secondary, particularly in Islamic education and in Arabic. Senior leaders demonstrate the capacity to continue to improve the school.
- Leaders have overseen some improvement in student attainment and progress, as a result of improved teaching in particular phases. However, this is variable across key subjects. Teachers' use of assessment to guide learning has improved in FS. Leaders have ensured the school is compliant with statutory regulations and requirements.

School self-evaluation and improvement planning

Acceptable

- School leaders form an increasingly accurate view of the school's performance using the findings from lesson observations, and students' performance in tests and examinations. School leaders have established forums amongst students and parents in order to seek their views on what needs to improve. There is scope to establish more objective and wider surveys, particularly among students.
- Senior and middle leaders observe teaching and learning in lessons across all phases of the school. However, these observations focus too often on what teachers do in lessons, rather than on how well students learn as a result. Leaders do not consistently evaluate the effectiveness of teaching in daily lessons in terms of the progress students make in those lessons.
- The school's improvement plans are well focused on improving clearly identified priorities. These include students' progress and attainment, which remains inconsistent. Leaders have used student assessment data well to evaluate this. There is scope to improve the ways in which leaders identify criteria for success, by which to measure the impact of other improvement actions.
- Leaders have made significant progress in addressing the recommendations of the last report. Changes to governance arrangements have been implemented. Aspects of student progress and attainment have improved, though not consistently across the school. Aspects of teaching for effective learning, including teachers' use of assessment, have also improved, though not consistently across all phases.

Partnerships with parents and the community

Good

- There is strong parental involvement in the school. An effective parent council works with leaders and teachers to support a variety of school activities, and contributes to the quality of school standards. Coffee mornings and digital communications allow parents to be regularly updated about the life of the school and to support programmes in positive ways.

- Open communication between parents and the school allows families to stay informed of their children's school life, academic progress and ways to support learning at home. Parents feel free to contact the school about their ideas or concerns, and feedback and resolutions are provided efficiently and promptly.
- Regular parent-teacher conferences and termly report cards keep parents informed of their children's learning, achievements and next steps. The reports are linked with the curriculum standards and give families a clear picture of their children's progress, both academically and personally.
- Strong links to the wider community have a positive impact on students' learning. Opportunities for service, support of charities and protecting the environment are in keeping with the development of each students' Islamic values.

Governance	Acceptable
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- The recently-established governing body includes parent representation and community members, as well as educational advisers and the school's new owner. Governors liaise with the existing parent council but have yet to seek the views of students and parents more widely. Governors have an increasingly detailed, but still over-optimistic, understanding of the school's strengths and areas to develop.
- The new governing board is at an early stage of development in holding school leaders accountable for school improvement. Individual governors assume support-and-challenge roles related to specific aspects of senior leaders' remits and responsibilities. The governors understand the need for clearer lines of accountability between the governing board and the school's senior leaders.
- The governing board has supported the school through increased investment in additional staffing and facilities, for example, in the SEND department. Existing resources, such as the school library, have been relocated and expanded. The school's wireless network has been upgraded. Investment in teachers' professional development has had positive but inconsistent impact on teaching for effective learning. Governors ensure statutory requirements are met.

Management, staffing, facilities and resources	Acceptable
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- Overall, daily routines run smoothly. Movement around school is generally orderly within start- and end-of-day routines that are well managed. However, in a few instances of teacher absence, substitute teachers are not always promptly provided, resulting in lapses of adequate supervision. Timetabling of groups of students with language exemption misses opportunities for more productive use of this lesson time.
- Most staff are suitably qualified and deployed to teach their subject specialism. Teachers participate in intensive continuing professional development, benefiting teaching in particular phases. However, these opportunities are not well-enough paced across the school year to allow teachers to perfect new skills, nor is it matched closely enough to specific professional development needs in different phases of the school.

- Specialist facilities include the newly-established SEND base and the relocated library, which provide attractive learning environments. The library has an extensive collection, but includes too few Arabic texts to support students' wider reading. Newly-upgraded wireless networking does not yet support students' greater use of IT in lessons. Redesigned school access includes secure entry systems. Attractive plant displays provide additional outdoor learning opportunities for students.
- The Primary phase lacks suitable manipulative resources to support all students' active learning, causing a lack of continuity from their effective FS experience. Across the school, including primary, school resources do not consistently support all students to learn in ways that require independent research and collaborative learning.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	124
	2015-2016	302
 Teachers	129	
 Students	90	

*The number of responses from parents is based on the number of families.

- Almost all parents that responded to the survey, report they are highly satisfied with the quality of education provided by the school. They believe the school leaders listen and respond to their ideas and questions, and they find the teachers approachable.
- Most parents feel the school cares for and supports their children in their learning, both personally and academically. They appreciate the counselling and career staff, as well as the teachers, who know their children well and support them where and when necessary.
- Parents note that the quality of the Arabic programme could be better, both in the training of teachers, and the speaking and listening skills of their children.
- Almost all teachers that responded to the survey, find their work at the school rewarding and enjoy their relationships with the students. They feel supported by the leadership, both in the training and resources provided.
- A majority of students that responded to the survey, feel they are provided with a good range of resources to develop and enhance their learning. They believe their teachers have good subject knowledge and care about them as individuals. They would like to see more emphasis on developing their learning skills and organisation of more extra-curricular activities and field trips. Almost half feel they lack opportunities to develop leadership skills.

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