

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

Inspection Report 2018-2019

Queen International School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



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School Information

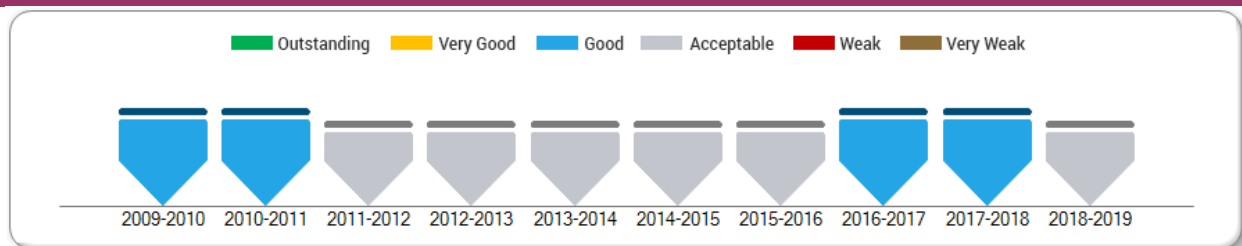
General Information	Location	Hor Al Anz
	Opening year of School	1998
	Website	www.queenschools.com
	Telephone	042652600
	Principal	Lesley Patricia Davies
	Principal - Date appointed	1/2/2018
	Language of Instruction	English
	Inspection Dates:	28 to 31 January 2019

Students	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG1-G12
	Number of students on roll	1,166
	Number of Emirati students	138
	Number of students of determination	4
	Largest nationality group of students	Arab

Teachers	Number of teachers	72
	Largest nationality group of teachers	India
	Number of teaching assistants	11
	Teacher-student ratio	1:17
	Number of guidance counsellors	1
	Teacher turnover	15%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Cambridge IGCSE, A-Level
	Accreditation	None
	National Agenda Benchmark Tests	GL

School Journey for Queen International School



Summary of Inspection Findings 2018-2019

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

Students' outcomes

- Achievement in the Foundation Stage (FS) is now acceptable in all key subjects. Primary students have stronger outcomes in Arabic as a first language. Attainment and progress in English, mathematics and science have declined mainly because of curriculum misalignment. Students achieve better in the secondary and post-16 phases, where attainment and progress are good or better. Learning skills remain good in all phases.
- Students exhibit high levels of behaviour and have positive, responsible attitudes to their learning. They have a very good understanding of how Islamic values influence UAE society and have good knowledge of the Emirati culture. They participate in projects that benefit the school and the wider community and have a clear understanding of their responsibilities as members of a school community.

Provision for learners

- Most teachers' subject knowledge is strong in the secondary and post-16 phases. Teachers' use of assessment information is less successful in English, mathematics and science. This is mainly because teachers do not use assessment data to plan work that sufficiently challenges students to reach or exceed the curricular and age-related expectations.
- In the FS and primary phase, the implementation of the curriculum is not aligned with age-related expectations. Students follow programmes of study in English, mathematics and science that are a year behind curricular expectations. The curriculum focuses mostly on academic acquisition and does not put enough emphasis on enterprise or extra-curricular activities. The curriculum is not adapted to meet the needs of all different groups of students.
- The provision for health and safety is adequate. However, the uncontrolled parental access to the FS area remains an area of concern. Relationships between staff and students are mostly positive. While the identified students of determination are receiving adequate care, the school has yet to ensure that provision meets the wide range of learning needs.

Leadership and management

- Leaders have neither articulated nor shared a strategic direction that addresses the school's developmental needs. Consequently, there has been limited progress in addressing the recommendations that have recurred within the previous inspection reports. Parents state that they do not have sufficient opportunities to be fully involved in their children's learning. Governance has had little positive effect on the development of the school. The school is adequately managed, but it has not provided further professional development to strengthen teaching and learning.

What the School does Best:

- Students' achievement in Arabic across the school is at least good.
- Students' personal and social development, including their understanding of Islamic values and awareness of Emirati and world cultures, is well-developed.
- The academic achievement of the relatively small number of students at the upper end of the school is strong in most subjects.







Key Recommendations:

- The owner of the school should immediately set up and empower an effective governing body that has the mandate and authority to:
 - review in depth the factors leading to the declining student numbers in most year groups and ensure that the modification of the curriculum fulfils the school's stated vision of meeting 'each child's needs educationally, emotionally and socially'
 - ensure that the principal is empowered, supported and constructively held to account for leading the school without daily interference
 - review the competence, capacity and availability of time for middle leaders to take the school forward
 - ensure that students, particularly in the FS and primary phase, benefit from a curriculum that is delivered at an age-appropriate level
 - review and amend the school's admissions policy and inclusive education practices to be in line with the Dubai Inclusive Education Policy Framework
 - ensure the school is well supported and resourced to improve the effectiveness of teaching and learning.
- Senior leaders should:
 - significantly improve the accuracy of their self-evaluation and ensure that their improvement planning addresses key priorities for development
 - provide teaching and assessment practices that are aligned to the requirements of the school's licensed curriculum
 - effectively modify the curriculum and approaches to teaching in order to meet the academic, social and personal needs of all students.

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	Very 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	Acceptable	Good ↓	Very good ↓	Very good
	Progress	Acceptable	Good ↓	Very good	Very good
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Good	Good	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	Outstanding	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	Weak ↓	Weak ↓	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	Acceptable	Acceptable	Acceptable	Acceptable
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			Weak ↓	
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 (NAP) for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- The school did not reach its 2015 PISA targets in mathematics, science and reading. However, it has secured significant improvements, particularly in mathematics in the PISA-Based Test for Schools, which was taken in 2017. In the 2015 TIMSS, Year 5 students exceeded their targets by a considerable margin, but Year 9 students failed to perform as well as they had done in 2012.

Impact of Leadership

is approaching expectations

- School leaders have identified gaps in students' knowledge and understanding in their National Agenda action plan and are working to address these issues. The monitoring of the impact of these strategies is at an early stage of development.

Impact of Learning

is approaching expectations

- The development of critical thinking has been a focus for the school, but opportunities for students to think critically are still inconsistent across the phases. This is better in the secondary and post-16 phases, where students are challenged by higher-order questioning. Students' use of technology for research and enquiry is underdeveloped throughout the school.

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

For Development:

- Analyse the significant differences in performance on TIMSS between Years 5 and 9.
- Closely monitor any changes to the curriculum or instruction to ensure that individual teachers are teaching at the appropriate level.
- Increase students' use of learning technology for enquiry and research purposes in order to promote their independent learning.

Reading Across the Curriculum

- International benchmark and internal assessment data related to reading has been analysed. However, the school does not systematically track the progress in students' reading skills over time.
- The development of younger students' reading skills and strategies is still at the early stages. Older students feel less supported in developing their analytical and critical reading skills in non-language subjects.
- The school does not have a fully-functioning library or a library programme. Classroom libraries of limited size are used for additional reading and study.
- School leaders have not established a systematic approach to reading across the curriculum that fully involves teachers and parents.

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

For Development:

- Establish a whole-school reading programme that includes the effective use of a library, regular professional development for teachers and increased parental involvement.

UAE Social Studies

- The UAE social studies curriculum outcomes have been carefully mapped against the school's curriculum to provide continuity and progression. The lessons are only taught in Arabic across the school.
- During lessons, students interact and collaborate well, while exploring concepts such as the symbolic aspects of the colours of the UAE flag.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards.
- Assessment of learning indicates that most students make the expected progress from their starting points and in relation to the curriculum standards.

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

Innovation

- There is no systematic promotion of students' innovation skills throughout the school. Opportunities for students to reflect on their learning is stronger in Islamic education, Arabic, and social studies. The lack of learning technologies hinders the development of students' learning and research skills.
- A few students benefit from opportunities to develop their innovation skills, through participation in the Model United Nations Programme and ongoing design thinking at the Dubai Institute of Design and Technology.
- In a minority of lessons, teachers plan activities to develop skills in critical thinking and problem-solving.
- There is insufficient evidence of students' innovation skills within the school's curriculum or the extra-curricular activities.
- School leaders have yet to develop a strategic plan that captures the school's capacity to offer students opportunities to develop their innovation skills. The school does not provide staff with professional training to drive the innovation agenda forward.

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

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

- There has been little improvement in students' achievement since the last inspection. However, the majority of students in the primary and secondary phases demonstrate levels of understanding, in lessons and their work, that are above the curriculum standards. The attainment of students in the post-16 phase is less secure.
- The majority of students in the primary and secondary phases have a strong knowledge and understanding of Seerah and Islamic etiquette, values and principles. Their understanding and skills related to the Holy Qur'an, such as Tafseer, are less developed, especially in the post-16 phase.
- Students' recitation skills of the Holy Qur'an are underdeveloped, as is their ability to link their learning to real-life situations.

For Development:

- Improve students' skills in the recitation and memorisation of the Holy Qur'an.
- Increase opportunities for students to link their learning to real-life situations.

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

- Attainment and progress are stronger in the primary phase, where a large majority of students demonstrate knowledge and skills that are above curriculum expectations.
- Across the school, most students can speak about varied topics using complex sentences and unfamiliar words. Reading skills are also developing as students show good reading skills and understanding of a variety of different texts.
- In the primary years, students can write sentences clearly and accurately. In the secondary and post-16 phases, they can write longer paragraphs about varied topics. However, the quality of their independent writing is variable and less developed.

For Development:

- Provide students with more regular and varied opportunities to develop their independent and creative writing.

Arabic as an Additional Language

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

- Students' progress is stronger in the primary phase, where the large majority of students can clearly describe their experiences, express their feelings and communicate with others.
- Reading skills are developing in both phases as students read fluently from their textbooks and comprehend what they read. Although students write correctly and copy sentences and paragraphs without errors, their ability to write independently is still developing.
- Students can apply simple grammatical rules in ways that are consistent with the expectations of the curriculum for their level of study. However, they do not have sufficient opportunities to speak for extended periods of time.

For Development:

- Provide students with varied opportunities to develop their independent writing and extended speaking.

English

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

- Achievement in the FS and primary phase is negatively affected by the misalignment of the school's curriculum with the expectations of the National Curriculum of England (NCfE). Programmes of study in all language skills are one year behind curriculum and age-related expectations. Secondary students' achievement is above curriculum standards, as evident in their results on external international assessments.
- Primary students have a secure understanding of grammar, punctuation and vocabulary. Older students have strong comprehension skills and can write for a variety of purposes. A departmental emphasis on differentiated activities has not led to improvements in primary students' language skills.
- The increased focus on developing students' understanding of English literature is a positive approach to improving their reading skills. However, this is not supported by a whole-school approach to reading across the curriculum.

For Development:

- Improve students' achievement by redesigning the FS and primary curriculum to ensure it aligns with the age-appropriate standards of the NCfE.

Mathematics

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

- There are significant differences in students' attainment and progress among the phases. The main reason for this is that in the FS and primary years, students are neither taught nor assessed against age-appropriate curriculum expectations.
- As students' progress through the school, their acquisition of mathematical knowledge and skills accelerates. An area that is not strong and seems to be evident across the whole school is students' ability to reason.
- Students' outcomes, particularly at IGCSE, are consistently strong, reflecting the progress students make as they move up the school.

For Development:

- Align the curriculum accurately to the revised standards of the NCFE so that students learn at the age-appropriate curriculum expectations.
- Ensure that students' mathematical reasoning skills are consistently developed throughout the school.

Science

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

- The differences in attainment between the lower and upper phases are mainly due to the fact that lessons in the FS and primary phase are planned at levels that are a year below age-related expectations. IGCSE, AS and A Level results are strong, but the examinations are taken by a relatively small number of students.
- Students' knowledge and understanding of scientific concepts are more developed than their scientific skills. Older students have developed good laboratory skills, but younger students do not have enough opportunities to design and carry out their own investigations.
- The focus on developing scientific vocabulary is not yet fully embedded. Students often lack skills in communicating their ideas and developing their reasoning in both oral and written work.

For Development:

- Ensure that the science curriculum and assessments are closely aligned to the NCFE so that students learn at the age-appropriate curriculum expectations.
- Systematically develop students' reasoning skills through oral and written work.

Learning Skills

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

- Students have better opportunities to develop their learning skills in Islamic education, Arabic and social studies than in other subjects. In these lessons, they frequently take responsibility for their own learning, think critically and undertake research.
- Students are enthusiastic learners who collaborate very well in groups. Older students are confident in presenting their findings. However, students' skills in innovation and in using learning technologies are underdeveloped. Students are not sufficiently aware of their strengths and their next steps in learning.
- Improvements in lesson planning have resulted in more opportunities for students to make connections in their learning. Children in the FS can make links across the curriculum and to their own experiences when guided by teachers.

For Development:

- Provide all students with more opportunities to use technology to improve their research and innovation skills.
- Ensure all students have a clear understanding of their next steps in learning by assessing their own work and through detailed feedback from their teachers.

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, particularly those in the upper phases, have positive and responsible attitudes and understand the importance of being good role models. They respond well to their teachers' guidance and are able to take ownership of their learning in some, but not all subjects.
- The respectful relationships students have with their teachers and each other are a strength of the school. Students are conscientious about their learning, respond well to feedback on their work and provide help willingly to their peers.
- Across the school, students are developing a good understanding of the importance of maintaining a healthy lifestyle. The school's promotion of healthy eating and physical activity underpins their awareness and the choices they make. Attendance and punctuality are good throughout the school.

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

- Students display a clear appreciation and understanding of how Islam influences the contemporary UAE society. They listen attentively to the recitation of the Holy Qur'an during assembly and apply the principles of Islam in their lives.
- Students are appreciative of the heritage and culture that underpins and influences life in the UAE. They participate in a range of cultural activities and religious occasions. They enthusiastically discuss the importance of the UAE traditional sports and clothes.
- The school encourages students to develop a clear understanding, awareness and appreciation of other cultures. They have a wide knowledge about countries such as Lebanon, Syria and Egypt. However, their knowledge of other world cultures is not as well-developed.

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

- Students are responsible and contribute actively to the life of the school and to the wider community through their volunteering activities. They show care and consideration for others and demonstrate active citizenship.
- Older students have very positive attitudes to their work, and most have developed a good work ethic. They co-operate well with each other and with their teachers at school. Students' innovation skills are still underdeveloped.
- A keen sense of awareness of the environment is evident, as students keep classrooms tidy and care for their school. Their participation in recycling projects, such as the 'Green Gang', show their involvement and understanding of environmental sustainability.

For Development:

- Explore ways to further develop students' leadership and entrepreneurial skills.
- Enhance students' understanding and knowledge of other world cultures.

3. Teaching and assessment

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

- Teaching in the FS and primary phase is less successful in English, mathematics and science because teachers do not plan work that sufficiently challenges students to reach or exceed their age-related expectations.
- Most teachers' subject knowledge is strong in the secondary and post-16 phases. Throughout the school, most teachers know how students learn and plan engaging tasks and practical activities. Most teachers are skilled at asking searching questions, particularly in Arabic and in English.

- The majority of teachers plan tasks for a range of abilities often through the use of different worksheets. However, they do not sufficiently personalise learning to help all groups of students, especially the more able ones, to reach their true potential.

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

- The processes for assessing students' achievement in English, mathematics and science are stronger in the secondary and post-16 phases than in the FS and primary years, as the latter are not aligned to age-related curriculum expectations.
- The analysis of assessment data is more rigorous in Islamic education and Arabic than in the other key subjects. Most of the data analyses in English, mathematics and science are based on inaccurate assessments. Therefore, not all the made adaptations are valid or reliable.
- Since the last inspection, teachers have taken steps to involve students more in their own self-assessment. The impact of these steps is not evident, especially with regards to students' ability to set targets for their next steps in learning.

For Development:

- Ensure that all assessments are accurately aligned to the age-appropriate curriculum standards and that teachers plan lessons that challenge students to meet or exceed curriculum expectations.
- Analyse benchmark test data to address any weaknesses in students' outcomes.
- Ensure that students are provided with precise, written and constructive feedback on their work.

4. Curriculum

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

- The implementation of the EYFS curriculum and the English, mathematics and science programmes of study are not aligned with the age-appropriate expectations of the NCFE. In the secondary and post-16 phases, the curriculum is reasonably broad and balanced, leading to adequate or better progression in most key subjects.
- The misalignment of the school's curriculum is having a negative impact on students' achievements in English, mathematics and science. In Islamic education and Arabic, students benefit from a broad and balanced curriculum that is age-appropriate and in line with the Ministry of Education (MoE) standards.
- Key recommendations on curriculum design and implementation from previous inspection reports have not been sufficiently addressed. For example, cross-curricular themes are not clearly mapped out at a whole-school level, and older students are provided with only limited subject choices to support their interests and aspirations.
- Moral education is taught from Year 2 to Year 10.

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

- The curriculum is not sufficiently adapted to accommodate the needs of more than one group of students. In the FS and primary phase, modified lessons and individual education plans are in place for students of determination. However, there is little recognition for other groups of students, including those for whom English is an additional language, Emirati students and those with gifts and talents.
- The curriculum focuses mostly on academic acquisition and shows less emphasis on enterprise, innovation and local community links. Students do not benefit from a sufficient range of extra-curricular activities. In the FS, there is often a focus on whole-class teaching that sets similar expectations of all students.
- There are some examples of purposeful links with Emirati culture and the UAE society, particularly in social studies, Islamic education and Arabic. These are not as well-developed across the other subject areas.
- Arabic is taught in the FS for five lessons per week.

For Development:

- Ensure that all teachers have an incisive understanding of the requirements of the NCfE and can plan lessons that enhance learning and successfully prepare students for external exams.
- Modify the curriculum to meet the needs of the different groups of students and provide enrichment opportunities and extra-curricular activities across the school.

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

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

- The provision for health and safety, including arrangements for child protection and safeguarding, is adequate across the school. However, the uncontrolled parental access to the FS area remains an area for concern.
- The school's health and safety policies are developed but are not consistently applied. The provision of good quality medical services and the focus on preventing bullying have had a positive impact on students' health and well-being.
- The review of health and safety procedures and their implementation lacks rigour and has not precisely addressed the measures to ensure students' safe arrival and departure using transportation.

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

- Relationships between staff and students are mostly positive, and students' behaviour is monitored inside and outside the classroom. Adequate attendance and punctuality procedures are in place.
- While the identified students of determination are receiving adequate care, the school has yet to develop a greater understanding of students' diverse needs. The identification and provision for students with gifts and talents are at the early stage of development and implementation.
- The inclusion champion, who is also the inclusion coordinator, produces individual educational plans with realistic goals. However, these plans are not consistently implemented in lessons. The school provides some career guidance for older students.

For Development:

- With immediate effect, conduct a comprehensive safety audit and address all health and safety concerns noted during the inspection
- Develop an inclusive and transparent admissions process which ensures that students of determination are provided with the appropriate support to access a curriculum that meets their needs.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- The principal, the inclusion champion and the inclusion governor are committed to welcoming students of determination into the school. Individual education plans are used in the FS and primary phase. Resources are minimal, and there is no base room available.
- There are no students listed in the secondary and post-16 phases. Identification procedures include the use of CAT4 data and referrals. The school's governance does not show sufficient commitment to inclusion of students of determination, and this has a negative impact on admissions and interventions.
- The coordinator meets with parents frequently. Parents are involved in planning and speak highly of the improved communication and regular contact with the school.
- The school does not have any learning support assistants in the department. The coordinator develops documentation, assists teachers in modifying lessons and produces individual education plans for students. Teachers have not been trained to produce their own differentiated work or to follow the strategic advice they receive.
- Assessment and monitoring of students' progress are still being developed. Progress is evident in class and in students' work over time. Students' confidence, communication and social skills are improving.

For Development:

- Review the school's inclusion policy and provision to ensure that all students of determination can thrive.

6. Leadership and management

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

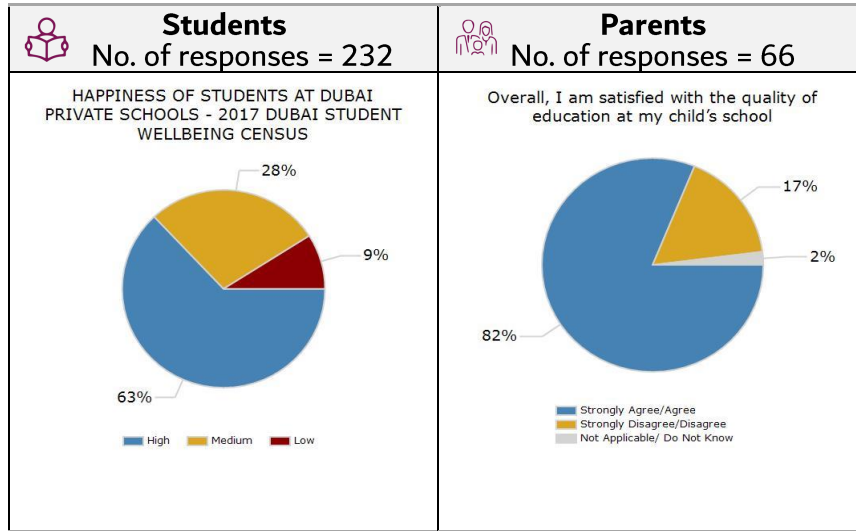
- The principal has not been sufficiently enabled or supported to take the school forward. Leaders are yet to articulate and share a strategic direction that addresses the school's developmental needs. Most leaders ensure that students who can cope with the school's assessments are supported in their learning. However, a clear commitment to developing an inclusive culture is not evident. The capacity to improve the school is questionable as leadership roles and lines of accountability are unclear.
- Self-evaluation processes are underdeveloped, and school leaders, as well as the school's owner, have yet to develop a realistic view of the developmental needs of the school. Leaders monitor the quality of teaching, but improvements are not systematically tracked or acted upon. The school improvement plan lacks rigour and focus on key priorities for development. Consequently, there has been limited progress in addressing the recurring recommendations from the last three years of inspection.
- Most parents are positive about their children's academic achievements, but they report that communication with the school is not always effective. They feel that they do not have enough opportunities to play a role in their children's learning. Although the school supports some local charitable projects every year, its links to the local and international community are minimal.
- The recently-appointed governing board does not have a clear mandate or an understanding of its function and limits of authority. Governance decisions are made by the school's owner, who is the executive director of the school and is not accountable to the governing board. Key initiatives aimed at addressing previous inspection recommendations have not been sufficiently supported. The school is inadequately funded to ensure it has effective staff development and appropriate resourcing to support improvements in teaching and learning.
- The school is adequately managed. The majority of staff are suitably qualified, but external professional development needed to strengthen teaching and learning has not been provided. The lack of consistency in the provision of technology has a negative impact on learning across the phases. The lack of access to dedicated facilities outside the classroom in the FS does not support active learning. Students with disabilities or those with limited mobility have restricted access to the first floor.



For Development:

- An effective governing body should be established with the mandate and authority to:
 - ensure that the school is more inclusive and that it fulfils its stated vision of meeting 'each child's needs educationally, emotionally and socially'
 - ensure the principal is empowered, supported and constructively held to account to lead the school without daily interference
 - ensure the school is well resourced to support effective teaching and learning.
- Senior leaders should improve the accuracy of the whole-school self-evaluation and ensure that improvement planning addresses key priorities for development.

The 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"> 232 students participated in survey from Years 7 to 10. Most students surveyed report to be happy at school. They express a sense of belonging and feel safe at school.
 Parents	<ul style="list-style-type: none"> 61 parents completed the survey. Most are happy with the quality of education, but a significant minority feel that communication with the school needs to be improved. Some parents have expressed concerns about the lack of extra-curricular activities at school and the excessive weight of school bags carried by younger children.

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