

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



INSPECTION REPORT

2017-2018

Ranches
Primary
School
Celebrating
10 years of
inspections



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management	20
The views of parents, teachers and senior students.....	21

School information

General information

Location	Arabian Ranches 2
Type of school	Private
Opening year of school	2015
Website	www.rpsdubai.com
Telephone	00971-5-0213751
Address	Ranches Primary School
Principal	Samantha Steed
Principal - Date appointed	8/23/2015
Language of instruction	English
Inspection dates	12 to 14 March 2018

Teachers / Support staff

Number of teachers	37
Largest nationality group of teachers	British
Number of teaching assistants	21
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	0%

Students

Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	408
Number of children in pre-kindergarten	0
Number of Emirati students	3
Number of students with SEND	53
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	NA
Accreditation	NA
National Agenda benchmark tests	GL

School Journey for Ranches Primary School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2017-2018

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

Summary of inspection findings 2017-2018

Ranches Primary School was inspected by DSIB from 12 to 15 March 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders and governors share a clear vision for inclusion with all of the school community. They are ambitious for students and staff, and work in close partnership with parents to enhance students' achievements. School leaders know the school's strengths well and have appropriate improvement priorities and high expectations for all. The facilities and resources are of very good quality.

Students' achievement

Students' achievements in Islamic education and Arabic are in line with curriculum expectations. Foundation Stage children make very good progress and attain levels that are above expectations for their age. Primary students make very good progress in English and apply their language skills across the curriculum. Achievement in mathematics and science is good. Students have very well developed learning and innovation skills.

Students' personal and social development, and their innovation skills

Students' personal and social skills are very well developed. They are courteous, respectful and very well-behaved. Their attendance is good. Students regularly participate in activities to stay healthy, and enjoy being involved in community projects. They care for the environment very well. They respect and appreciate Islamic values and have a good understanding of the UAE and other world cultures.

Teaching and assessment

Teaching is strongest in the Foundation Stage and in English. Most teachers know their students' strengths and weaknesses. They make very effective use of assessment information to plan lessons that meet the needs of most students. This is not consistent in all subjects. The development of independent and critical thinking skills is variable. Teachers provide very good feedback to students on their work.

Curriculum

The curriculum is clearly aligned to the UAE vision. The Foundation Stage curriculum is matched to the children's stage of development. The primary curriculum provides an appropriate balance for the development of knowledge, skills and understanding in most subjects. It is adapted effectively to meet the needs of most groups of students.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are given a high priority. The premises are hygienic and secure. Lifts facilitate access for all. Healthy lifestyles are promoted very effectively. Students' personal development is fostered very well. Regular attendance, punctuality and good behaviour are rewarded. The needs of all students are identified accurately. However, the quality of support and challenge is variable.

What the school does best

- School leaders' clarity of vision and good capacity for improvement, together with, the shared commitment to inclusion of staff, students, parents and governors
- Children's progress in the Foundation Stage, and students' progress in, and use of English across the curriculum
- Students' personal and social development, their well-developed learning skills, and their contribution to the school community
- The quality of the curriculum design and the innovative approaches to teaching and learning, including the very effective use of learning technologies
- The very good facilities and resources, and the attention given to students' safety, protection, health and wellbeing.







Key recommendations

- Accelerate progress and raise attainment in Islamic education by ensuring that teaching strategies enable students to develop their independent learning and higher order thinking skills.
- Accelerate progress and raise attainment in Arabic by:
 - developing a clear framework of standards showing the expected progression in the key language skills over time
 - implementing reading strategies that provide more opportunities for focused reading
 - providing writing rubrics to enable teachers to monitor and accurately measure students' progress.
- Ensure effective leadership of all subjects and provide middle leaders with sufficient time to monitor and support their teams.
- Refine the systems for evaluating the school's effectiveness against the inspection framework and set realistic and achievable targets for improvement.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Good	Good
	Progress	Very good	Very good
Mathematics 	Attainment	Good	Good
	Progress	Very good	Good
Science 	Attainment	Good	Good
	Progress	Very good	Good
		Foundation Stage	Primary
Learning skills		Very good	Very good

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Good
Assessment	Very good	Very good

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Good

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Very good	Very good

6. Leadership and management

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

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, 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- The attainment of students in the most recent N.A.P tests meets expectations in English and science, but is below expectations in mathematics.
- All leaders are fully committed to improving the school's performance and contributing positively to the National Agenda. A well-constructed action plan is in place to support this.
- Cognitive ability (CAT4) and N.A.P test results are analysed to identify students' learning profiles and gaps in their learning. Most teachers use this information well in their planning.
- N.A.P test results are used to guide the annual review of the curriculum. This ensures that there is an appropriate focus on the development of relevant subject skills.
- Teachers promote the development of higher-order thinking skills through effective questioning and student-led learning. These are regular features of lessons as is the application of learning to real-life situations.
- A large majority of students are familiar with their assessment results. Students routinely use technology for research and in learning conversations with teachers and parents.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Moral Education

- The moral education curriculum is aligned with the objectives of the UAE moral education programme and is appropriately integrated across all subjects.
- Teachers have excellent subject knowledge and ensure that lessons are personalised and engaging with the use of supplementary resources and real-life examples.
- Students consistently share their prior knowledge and understanding, and apply their learning to personal contexts at an age-appropriate level.
- Students' learning in moral education is not formally assessed. Assessment in lessons takes account of how students feel, think and act and is reported to parents as students' personal and social outcomes.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies curriculum and objectives are effectively integrated across all subjects. The curriculum is well planned with some innovative links between subjects.
- Teachers consistently challenge and develop students' higher order thinking skills. Connections are made both to students' personal experiences and to current local and global issues.
- Students collaborate well to explore and research various social studies topics. They evaluate sources and use them well as evidence to support their opinions.
- Assessments in UAE social studies are linked to the curriculum standards and provide appropriate measures of students' progress.

The school's implementation of the UAE social studies programme is well developed.


Innovation in Education

- Students develop a range of skills and share their learning with their peers and teachers in innovative ways. They make use of technology to receive and respond to feedback from their teachers.
- Students demonstrate their ability to innovate and create through, for example, the 'innovators club'. Innovation projects across the school enhance students' creativity.
- In English, mathematics and science, teachers make very good use of technology to support learning. Particularly good use is made of technology to assess students' progress.
- The curriculum, for most subjects, is motivating and challenging. It effectively promotes students' innovation, creativity and social contribution.
- Leaders and governors have established a positive learning community. They encourage and support teachers' explorations of the best educational practices. .

The school's promotion of a culture of innovation is well developed.

Main inspection report


1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Internal assessments and students' work show students' attainment is generally in line with curriculum expectations. Most students make the expected progress both in lessons and over time. Their ability to make connections between their understanding of Islam and their daily lives is underdeveloped.
- Most students have a basic understanding of Islamic greetings, morals and the pillars of Islam and faith. Younger students know the reasons behind many practices such as ablution 'Wudoo'. Recitation skills are variable for the majority of students.
- The very well-resourced Islamic classrooms provide positive learning environments. Students' effective use of learning technologies for research and learning is enhancing their understanding of many Islamic concepts.

For development

- Provide more opportunities for students to explore the relevance of Islamic concepts to everyday life.
- Improve students' engagement in learning by providing them with more opportunities to be independent and to use higher order thinking skills.


		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Students' attainment is generally in-line with MoE curriculum standards and they make expected progress from their various starting points. While students' listening and speaking skills are reasonably well developed, their reading and writing skills are variable.
- Writing is not progressing sufficiently because not enough use is made of writing rubrics to provide students with the assessment criteria. Nevertheless, a majority of students are able to communicate their ideas clearly in their writing, although with many grammatical and spelling errors.

- In the lower primary classes, students' reading skills are variable. Higher attaining students read confidently and fluently. However, lower attaining students read at a much slower pace, sounding out letters. Comprehension skills are limited to a superficial understanding of texts.

For development


- Provide frequent opportunities for students to develop their writing skills.
- Increase planned opportunities for students to read.
- Develop writing rubrics and guidelines which enable students to plan for writing.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Most students make the expected progress from their starting points. Students' attainment in the lower primary classes is better than for those in the upper primary phase. Older students have gaps in their knowledge and use of Arabic considering the number of years they have studied the language.
- Listening and speaking are the most well developed skills. More-able students can read and write familiar words and short sentences independently. Reading and writing are better developed in the lower year groups where students are more confident in their knowledge of letters and sounds.
- Most students make acceptable progress in lessons as a result of the positive learning environment, the appropriate use of resources and effective support from teaching assistants. Students' vocabulary retention is acceptable. More-able students enjoy experimenting with the language to create their own sentences.

For development


- Develop clear age-related expectations for reading, writing, speaking and listening and use these to identify and address gaps in students' learning.
- Develop clear rubrics for writing to enable students to track their progress and clearly identify next steps in learning.

		Foundation Stage	Primary
English 	Attainment	Good	Good
	Progress	Very good	Very good

- In this expanding, new school, many new students arrive with relatively low levels of attainment and low verbal reasoning skills. Nevertheless, across both phases, the majority of students attain levels that are above age-related, curriculum expectations.
- Writing, speaking and listening are notable strengths. The school identifies gaps with regard to spelling, punctuation, and grammar through benchmark assessments. The promotion of higher-order thinking skills is very effective in some, but not all, lessons.
- A large majority of students make progress beyond curriculum expectations across all language skills, both in lessons and over time. A programme is being implemented to raise the profile of reading and signs of rapid improvement in skills are evident.

For development


- Share best practice in teachers' questioning to ensure that all students improve their skills in higher order and evaluative thinking.
- Robustly monitor and refine all strategies in place to improve reading skills, alongside spelling, punctuation, and grammar, to ensure they have a positive impact on outcomes for all students.

		Foundation Stage	Primary
Mathematics 	Attainment	Good	Good
	Progress	Very good	Good

- In lessons and in their work, the attainment of students in the primary phase is in line with internal assessments. These show attainment to be above that indicated by external benchmark tests. The majority of students make better than expected progress over time.
- The large majority of children in the Foundation Stage make rapid progress and develop numeracy skills that are above curriculum expectations. Students in the primary phase are increasingly able to apply their understanding of number, shape space and measure, to problem solving. Boys perform better than girls overall.
- Assessments of students' performance are carefully analysed to identify any gaps in their knowledge and understanding. Leaders make very good use of this information to adapt the curriculum to address any identified weaknesses.

For development

- Improve the attainment of girls and provide more consistent challenge for high-achieving students.

		Foundation Stage	Primary
Science 	Attainment	Good	Good
	Progress	Very good	Good

- Students' work and external assessment information indicates good attainment in the primary phase. Although the school's own assessments do not reflect the same levels of attainment, they do show that students' make better than expected progress over time.
- In the Foundation Stage, the large majority of children make better than expected progress in lessons. Students, in the upper primary phase, make good progress because they follow the scientific method and work independently. This is less evident in the lower primary phase.
- The school has recently increased the time allocation for science and more effective use is being made of the science laboratory. These developments, together with a focus on experimentation, are having a positive impact on students' progress in lessons.

For development

- Ensure that in the lower primary phase more opportunities are provided for students to work independently.
- Enable students, particularly in the lower primary school, to take full control of their learning in order to improve their progress.

	Foundation Stage	Primary
Learning Skills	Very good	Very good

- Students collaborate well when working in groups. They make very good use of technology to support their learning. Learning skills are especially strong in science and mathematics where students demonstrate a good ability to carry out investigations and solve problems.
- In most subjects, students are innovative and use research well to support their learning and thinking skills. In some lessons, especially in Islamic education, students are not sufficiently independent because of too much guidance and intervention from the teachers.
- The introduction of the on-line platform for learning has enabled students to enhance their ability to communicate their understanding and respond effectively to the feedback they receive from their teachers and peers.

For development

- Increase opportunities for students to learn independently, particularly in Islamic education.
- Ensure that students benefit from all the opportunities for practical work to extend their independence in learning.

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

	Foundation Stage	Primary
Personal development	Very good	Very good
	<ul style="list-style-type: none"> Students demonstrate very positive and responsible attitudes to school and learning. They are self-disciplined both inside and outside the classrooms. Relationships with adults are highly respectful. Foundation Stage children willingly help one another. They respond very well to teachers' instructions and feedback. Students' attendance is good, and most arrive punctually to school and to lessons. They demonstrate a secure understanding of healthy life styles, as evident in their choice of meals and their participation in physical education activities. Students enjoy a harmonious school community in which bullying is very rare. The school has recently refined its systems for monitoring and promoting students' attendance, but this has not yet resulted in improvement. 	
	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
	<ul style="list-style-type: none"> Students from different backgrounds consistently demonstrate respect and appreciation for Islamic values. They are aware of and celebrate a range of Islamic events. However, students' understanding of how to apply Islamic values to their daily lives is less well developed. Students appreciate and understand some aspects of the culture of the UAE. They can explain some of the developments of Dubai and UAE. The celebration of national events strengthens their links with UAE society. Students initiate many activities to reflect their understanding and awareness of their own culture along with other world cultures. They are aware of, and appreciate, the concept of equality among nations. They celebrate other cultures through performing national dances and food festivals. 	
	Foundation Stage	Primary
Social responsibility and innovation skills	Very good	Very good
	<ul style="list-style-type: none"> All students demonstrate responsible attitudes and contribute actively to school life through a wide range of clubs. They enjoy doing voluntary activities such as raising awareness of breast cancer, and participating in the winter fair to extend their links with the wider community. Students' understanding of innovation is well developed. They are involved in various innovative projects. An external provider runs an innovators club for students in preparation for their contribution to Expo 2020. Foundation Stage children use their imagination well to solve problems in science. 	

- Students' environmental awareness is very good. They are responsible for the school garden, where they grow fruit and vegetables. They make many contributions in the gardening club. They learn how to reduce, reuse and recycle through curriculum topics.

For development

- Extend students' understanding of the UAE history and traditions by exposing enabling them to participate in a greater range of cultural activities.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Good

- Teaching is most effective in the Foundation Stage and in English. In the Foundation Stage, teachers have very good understanding of how young children learn best. They plan tasks that stimulate children's curiosity very effectively. However, teaching is not consistently effective in all subjects.
- Most teachers use their secure subject knowledge to plan lessons with clear learning objectives that meet the needs of different groups of students. In the most effective lessons, teachers use questions skilfully to probe students' understanding and to promote deeper thinking.
- Where teaching is less effective, teachers over-direct learning or do not set work that is challenging enough. Progress is hindered as a result. The development of independent and critical thinking skills is variable across subjects.

	Foundation Stage	Primary
Assessment	Very good	Very good

- Across both phases, internal assessment procedures are coherent and consistent. They are used well by leaders and teachers to provide detailed and accurate information on students' attainment and progress.
- Very good use is made of electronic systems to record and analyse all available internal and external assessment information. This information is used to modify the curriculum and to adapt teaching to meet the needs of most groups of students.
- Most teachers have a thorough knowledge of the academic strengths and weaknesses of their students. Their feedback on students' work is constructive and contributes well to their progress. However, the systems for monitoring students' personal and social development are not yet fully developed.

For development

- Develop systems for monitoring students' personal and social development, to match the highly effective systems in place for measuring academic achievement.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum is very clearly aligned to the UAE National Agenda. It is effectively and innovatively planned to develop students' knowledge, skills and understanding. However, in Arabic there are no clear standards for the four language skills.
- Themes in the Foundation Stage are chosen very carefully to ensure they provide breadth and relevance. In the primary phase, progression is systematically planned and supports a smooth transition between phases. Curriculum provision is enriched by physical education, art, French and music which is taught by specialist teachers.
- The Foundation Stage curriculum offers practical and exploratory play-based learning, with clear links across the curriculum. Students in the primary phase enjoy the enquiry-based approach to learning. Regular reviews of the curriculum ensure that the school makes appropriate improvements where necessary to maintain relevance.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Good

- The curriculum is adapted effectively to meet the needs of most groups of students, and provides an appropriate level of challenge in most subjects. However, it is not sufficiently modified to meet the needs of all students with SEND and for some higher-ability students.
- Aspects of the curriculum are very well planned to engage students and are creative and imaginative, but this is not a consistent feature in all subjects. The school offers a range of interesting and engaging extra-curricular activities including various sports and arts options.
- Although the curriculum is designed well, it does not sufficiently promote students' knowledge and understanding of the heritage, culture and values that underpin life in the UAE.
- Arabic is taught in the Foundation Stage for three 30-minute sessions, where children learn letters, sounds and some common phrases.

For development

- Ensure that the curriculum is consistently modified to meet the range of student needs, especially those with SEND.
- Plan more integrated programmes to develop students' understanding, appreciation and knowledge of the heritage, traditions, culture and values that influence the UAE society.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Students' welfare, health and safety are at the heart of the school. All adults apply the procedures for child protection and safeguarding very effectively, to minimise the risk of harm and potential abuse, including bullying and from the internet.
- The school provides a very safe and secure environment for students and staff. All health and safety measures, including fire and evacuation and student transport procedures, are very rigorous. Security is meticulous.
- Buildings and facilities are maintained in excellent condition. Risk assessments are carried out regularly and issues are addressed promptly. Lifts facilitate access for people with physical disabilities. The school promotes students' understanding of the benefits of healthy lifestyles very well.

	Foundation Stage	Primary
Care and support	Very good	Very good

- Teachers and staff know the individual needs of the students in their care very well. The ethos of mutual respect is very evident throughout the school. Effective systems are in place to promote regular attendance and punctuality. Students are very well managed in a calm and purposeful way.
- A range of strategies is used to identify students with SEND and those who are gifted or talented. The level of challenge for students in the classroom is variable, resulting in inconsistent progress. Teachers, support staff and parents work closely together in meeting the needs of all students.
- Teachers' extensive knowledge of students' strengths and needs enables them to provide well-targeted support for their personal development, confidence and social awareness. Additionally, leaders ensure there are very thorough care arrangements in place for all students.

For development

- Monitor students' progress towards the targets identified in their individual education plans in all subjects.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- A well-qualified and experienced leader provides a clear vision for the development of inclusive provision. The school is resourced well with very good facilities and access arrangements. The specialist team works very effectively with students and provides guidance and support to classroom teachers.
- A range of assessment information is used to identify students with SEND and inform appropriate interventions. Targeted support by designated staff ensures specific barriers to learning are addressed. Regular reviews, involving staff and parents, take into account both academic and personal development needs.
- Parents are well informed and have regular updates on their children's targets and progress towards them. They have confidence when requesting meetings to discuss concerns. They appreciate their increasing role in decisions about provision, the contents of individual educational plans and support.
- Direct support provided by the specialist team is having a positive impact on the outcomes of the students with SEND. Appropriate modifications take account of individual needs and ensure relevant learning opportunities. The large majority of students develop the skills to engage positively with learning and become more independent.
- The impact of the targeted support by the specialist team ensures most students with SEND make good progress in specific areas of need. However, progress during lessons is dependent on individual classroom teachers' level of understanding of students' needs.

For development

- Use all assessment information to plan for all students with SEND in all lessons, and measure precisely their progress.

6. Leadership and management

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

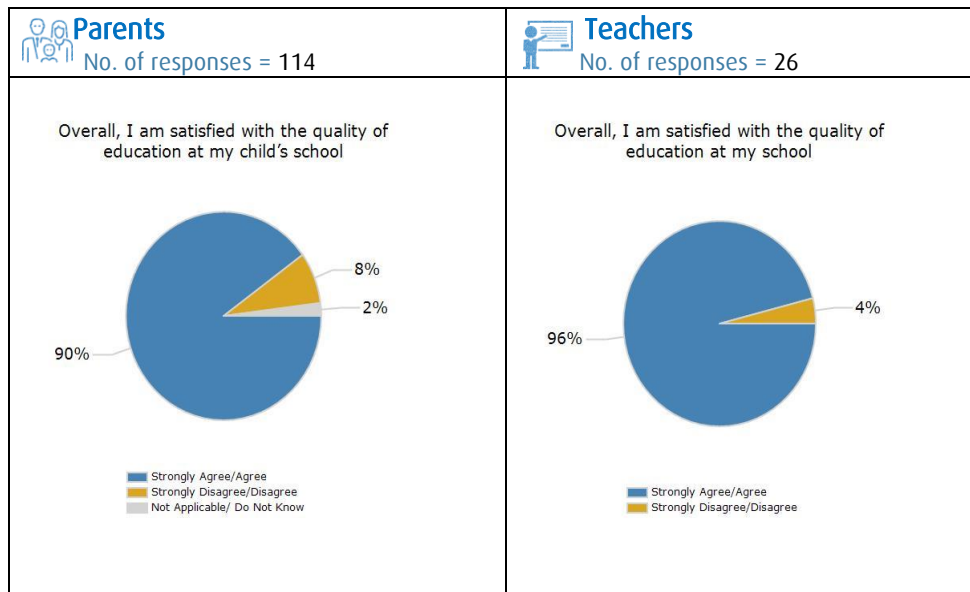
- The principal and senior leadership team have created an inclusive ethos and have very high expectations for all students. Middle leaders are held accountable for students' progress and attainment. Their effectiveness is seen in students' enthusiasm for learning in most subjects. However, there are weaknesses in leadership in Islamic education and Arabic and not all middle leaders have enough time to carry out their responsibilities.
- School leaders continuously evaluate the school's effectiveness. All assessment information is used to identify improvement priorities and to review the curriculum. The system for monitoring the quality of teaching is innovative and effective. Leaders know the school's strengths and, although their evaluation of the impact of teaching on progress in all subjects is not entirely accurate, they have a good capacity to secure improvements.
- Parents speak very highly of the school. Those who are members of the advisory board are very well informed of the school's priorities. Progress reports are appropriate. The digital system for discussing and improving students' achievements is most impressive. Links with the local and wider communities and with other schools, are increasing and have a very positive impact on students' personal and social development.
- The advisory board comprises the owners and parents, selected for their expertise and their interest in education. The board consults staff, students and parents regularly. Governors are ambitious for the school and ensure the school has most of the necessary resources for its work. They hold school leaders to account and have an increasingly positive impact on the school's performance.
- Time is used efficiently to maximise opportunities for learning. Teachers are suitably qualified and experienced. Although staffing levels are generous, there are no substantive leaders for some subjects. The premises and resources are of the highest quality. Learning areas and corridors are bright and spacious. Displays celebrate, as well as support students' learning.



For development

- Appoint effective subject leaders for Islamic education and Arabic

The views of parents, teachers and senior students

Before the inspection, the views of the parents and teachers were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Parents	<p>Parents who responded to the survey are very positive about the school in most respects, particularly with regard to the provision for students with special educational needs and disabilities. The least positive answers indicate that the school does not foster a love of Arabic literature, that children do not gain a good understanding of Islamic values in Dubai. Inspection findings agree with almost all of the positive comments and with the concerns about reading in Arabic.</p>
 Teachers	<p>Teachers who responded to the survey are positive about most aspects of the school. The least positive answers indicate that students' behaviour and respect for adults are not always appropriate, and that the opportunities for students to learn independently are limited. A few also indicate that they are not happy at work. Inspection findings agree with a few, but not all of the comments.</p>

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