



## CONTENTS

<b>School Information</b> .....	<b>2</b>
<b>Parents' Report</b> .....	<b>3</b>
<b>School Inspection Report</b> .....	<b>9</b>
Overall school judgement .....	10
Key strengths .....	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development? .....	15
How good are teaching and assessment?.....	17
How well does the curriculum meet the educational needs of all students?.....	18
How well does the school protect and support students? .....	19
How well does the school provide for students with special educational needs? .....	20
How good are the leadership and management of the school? .....	20
What are the views of the Principal, parents, teachers and students?.....	23
What happens next?.....	24
How to contact us.....	24

## School information



### General information

Location	Al Warqa
Type of school	Private
Opening year of school	1998
Website	www.srsdubai.ae
Telephone	04-6011011
Address	PO BOX 27463, Al Warqa 4, Dubai
Principal	Ms. Nan Billingham
Language of instruction	English
Inspection dates	16 <sup>th</sup> - 19 <sup>th</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	2725
Number of children in FS1	318
Number of Emirati students	1811
Number of students with SEN	274
Largest nationality group of students	Emirati



### Teachers / Support staff

Number of teachers	211
Largest nationality group of teachers	British
Number of teacher assistants	35
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	20%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	CAT4; IELTS; OCR; AQA
Accreditation	BSO 2011; CIS

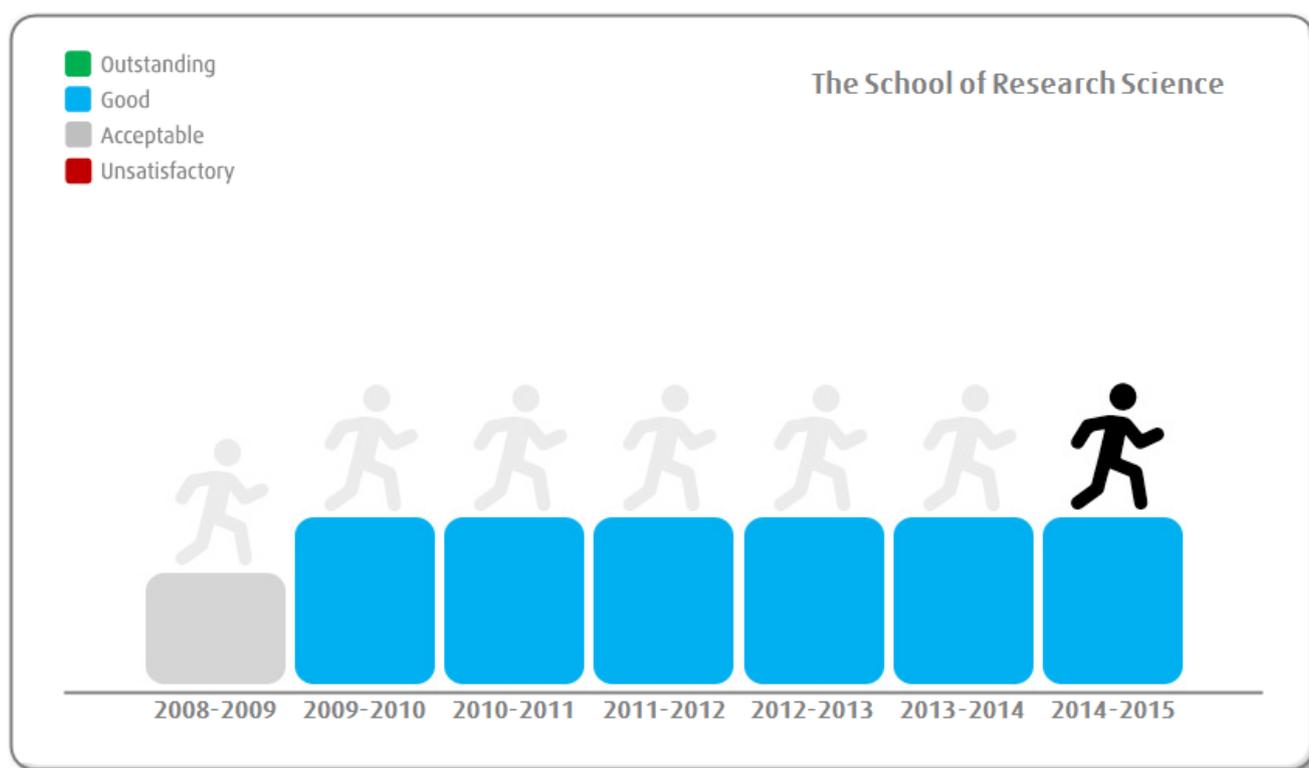




Dear Parents,

The School of Research Science was inspected by DSIB from 16<sup>th</sup> - 19<sup>th</sup> February 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students achieved outstanding progress in English and science in the Foundation Stage, Primary and Post-16 phases.
- There was outstanding teaching for effective learning in the Primary and Post-16 phases, matched by outstanding students' learning skills in these phases.
- Most students displayed outstanding behaviour and attitudes to learning.
- The school community thrived on strong relationships and positive interactions in academic and social settings.
- The strength of outstanding collective responsibility among the leadership teams and governance had impacted directly on raising levels of parental engagement in their child's development at the school.

### Areas for improvement

- Increase the amount of outstanding teaching in the Foundation Stage and Secondary phase.
- Provide more opportunities for students to further improve their leadership skills and to use their initiative to support conservation projects beyond the school.
- Further develop procedures for identifying, screening and monitoring students' special educational needs, and ensure that teachers consistently provide the support indicated in students' individual education plans.
- Governors must ensure that any overcrowding in classrooms is minimised to ensure students' are not restricted in their learning and development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at The School of Research Science



### How well does the school perform overall?

Overall, The School of Research Science provided a **'Good'** quality of education for its students.

- Students' attainment and progress were good or better in almost all phases and subjects. Students achieved outstanding progress in English in the Foundation Stage, Primary and Post-16 phases. Progress in science was outstanding across the school. Students generally enjoyed learning across the phases and were aware of their strengths and what they needed to do to improve. They collaborated well in pairs and small groups, offering and sharing their ideas.
- Students enjoyed positive relationships with adults and were respectful. The atmosphere in lessons was generally purposeful and calm, and students' behaviour at break times was good. Students demonstrated an excellent understanding of local traditions and the heritage of Dubai.
- In lessons, most teachers had high expectations and set a good pace. In a minority of lessons, teachers provided insufficient time for reflective thinking, discussion or group work. Senior leaders ensured that the school was accurately measuring students' progress. They used international and national benchmarks to compare students' performance across the school.
- Transitions between the phases within the school were well-established and supported continuous learning and personal development for students.
- Medical staff promoted healthy lifestyles throughout the school. Along with a vibrant physical education programme, students had many opportunities to improve their physical well-being. Pastoral staff advised older students on appropriate pathways for their next post-school educational steps. Students were confident to seek help and advice from designated members of staff, counsellors and learning mentors.
- The school celebrated collective pride in the students' personal and academic achievements. All leaders and managers promoted a vision and a set of values that were shared by the school community.



### How well does the school provide for students with special educational needs?

- The majority of students with special educational needs made good progress in English, mathematics and science and gained knowledge, skills and understanding that prepared them well for their future.
- In most classes the curriculum was well adapted to help the needs of the student, such as changing the pace and content of a lesson.
- The co-ordinators', learning mentors and the majority of class teachers had developed good strategies and resources to manage and support student's learning needs.

## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Outstanding	Outstanding	Good ↓
	Progress	Not Applicable	Outstanding ↑	Outstanding	Good ↓
 Arabic as a First Language	Attainment	Not Applicable	Outstanding	Good	Good ↓
	Progress	Not Applicable	Outstanding	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Outstanding	Good ↓	Not Applicable
	Progress	Not Applicable	Outstanding	Outstanding	Not Applicable
 English	Attainment	Acceptable	Good	Good	Good
	Progress	Outstanding	Outstanding	Good ↓	Outstanding
 Mathematics	Attainment	Acceptable	Good	Outstanding ↑	Good
	Progress	Good	Good	Outstanding	Outstanding
 Science	Attainment	Good	Good	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Outstanding	Good ↓	Outstanding

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Good 	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Good	Outstanding	Good 	Good 

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Good	Outstanding 	Good	Good

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good 	Good 	Good 	Good 
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding



## Overall school judgement

Good

## Key strengths

- Students made outstanding progress in English and science in the Foundation Stage, Primary and Post-16 phases
- Teaching for effective learning, and students' learning skills, in the Primary and Post-16 phases were outstanding.
- Most students demonstrated outstanding behaviour and attitudes to learning.
- There were strong and purposeful relationships within the school community which supported students' learning and development.
- There were particular strengths in the collective drive, determination and ambitions of the leadership team and governors.

## Changes since the last inspection

- The school had relocated to extensive new premises. The student roll had increased by approximately seven hundred students.
- Attainment in Islamic Education and Arabic as a first language had declined from outstanding to good at Post-16. While Secondary phase attainment in Arabic as an additional language had declined from outstanding to good. Attainment in mathematics had improved to outstanding in the Secondary phase.
- Progress in the Primary phase Islamic Education had improved to outstanding.
- In the Secondary phase, the quality of students' learning skills had declined from outstanding to good.
- Students' personal responsibility had improved from acceptable to good.
- Students' community and environmental responsibility had declined from outstanding to good in the Secondary and Post-16 phases.
- Teaching for effective learning and the curriculum design had improved to outstanding in the Primary phase.
- Health and safety had declined from outstanding to good as the school moved through the transitional stage of adapting to the new facility and establishing appropriate procedures.

## Recommendations

- Increase the amount of outstanding teaching in the Foundation Stage and Secondary phase and ensure expectations are consistently high in all subjects.
- Develop the leadership skills of all students and empower them to promote initiatives which impact on the school and the local community.
- Improve the identification and consistency in meeting the levels of support for students' with special educational needs.
- Governors must ensure that any overcrowding in classrooms is minimised to ensure students' are not restricted in their learning and development.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### 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	Acceptable	Outstanding
Mathematics	Acceptable	Good
Science	Good	Outstanding

- Almost all children were second language English learners. Most children were able to listen to others when the conversation interested them and they responded well to contextualised instructions and questions. Most were able to answer in simple sentences using key vocabulary. They recognised single letters and letter sounds, and could write their names. When prompted by adults, a few children attempted to write words and short sentences using their phonic knowledge. A few children had secure communication skills and were confident in using English in a range of situations.
- In mathematics, most children recognised numerals and could count up to ten. They were able to accurately count small groups of objects and were beginning to be aware of more or less. A few were able to combine and take away from a group of objects and accurately calculate the total amount. Most were able to identify basic shapes and were developing an understanding of positional language. A few were able to create a repeating pattern. Children were less confident in using and applying their mathematical knowledge to solve problems, and compare and measure.
- In science, most children could name animals and sea creatures, and were able to explain what plants needed in order to grow. Through regular hands-on experiences the majority of children had developed the ability to predict, observe and investigate. By using their senses they were able to recognise differences and similarities, and notice change. A few children were able to record with confidence, their observations.

### Primary

Subjects	Attainment	Progress
Islamic Education	Outstanding	Outstanding 
Arabic as a First Language	Outstanding	Outstanding
Arabic as an Additional Language	Outstanding	Outstanding
English	Good	Outstanding
Mathematics	Good	Good
Science	Good	Outstanding

- In Islamic Education, students talked in details about neighbours' rights, and used references from different Hadith to support their understanding. Throughout the phase, memorisation skills were improving and the application of recitation rules was well developed.

- In Arabic as a first language, most students attained levels that were above curriculum standards. In listening skills, most students responded correctly and showed good understanding of what they read. Most students used Standard Arabic confidently and fluently to express their ideas and explain their point of view. Students could write for different purposes, and independent writing was evident in class.
- In Arabic as an additional language, almost all students were excellent in their listening and speaking skills. They were able to respond to classroom instructions accurately. Students were able to read a short paragraph with good understanding and writing skills were good.
- In English, students quickly acquired communication skills by using a mixture of Arabic and English. A strong focus on phonics helped students build up their early reading skills. They made rapid progress and by Year 6, most spoke and read very well. Spelling, punctuation and grammar were generally accurate.
- In mathematics most students were skilled in using number for calculations and by the end of the phase were confident in applying their mathematical knowledge to independently solve real life problems. By Year 6, most students created and interpreted line and bar graphs, and a minority could apply their skills to make simple conversion tables. Students' personal development, in particular their attitude to mathematics, was a strong contributory factor in explaining why they made such good progress.
- In science, the majority of students had good attainment levels. They rapidly developed subject specific knowledge which they used to relate to the world around them. For example, students were able to predict on which surfaces microbes would be most likely to collect and subsequently design an experiment to test their hypotheses.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Outstanding	Outstanding
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good 	Outstanding
English	Good	Good 
Mathematics	Outstanding 	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students demonstrated levels of knowledge, understanding and skills that were above expectations. They used references from many verses of The Holy Qur'an and Hadeeth to support their understanding. Most students in the Secondary phase made better than expected progress as measured against the learning objectives of lessons and their appropriate starting points.
- The majority of students in Arabic as a first language, responded correctly and showed good understanding of what they read in Arabic. They demonstrated good attention to teacher's explanations and expressed their thoughts fluently about the benefits and harms of social communication networks.
- In Arabic as additional language, almost all students had developed strong listening and speaking skills. They responded with confidence to questions and discussions of familiar topics. Reading aloud with understanding was good. Students' writing skills were acceptable overall because of the lack of opportunity for extended writing.

- The majority of students developed good oral skills in all English lessons. They could respond to questions, listen to discussions and respond appropriately. Students read from a variety of texts, newspapers, factual accounts, plays and novels, and the majority could summarise what they had read. Students developed their writing skills effectively and used an increasingly wide vocabulary. They learned how to structure complex sentences, to craft paragraphs leading to structured essays. Students learned to appreciate, comment and write about literary texts.
- Students' ability to reason, apply mathematical knowledge and work on problem solving issues was well developed. In many respects, students outperformed their peers in the UK. For example, at the end of Year 11, almost half of the students attained the highest grades in mathematics.
- By the end of the Secondary School almost all students had developed their scientific thinking and could apply their scientific knowledge accurately, drawing on prior learning. They were able to use knowledge of hydrophilic and hydrophobic molecules to explain confidently why soap would help to remove dirt and grime from clothes when they were washed.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Good ↓	Good ↓
Arabic as a First Language	Good ↓	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding
Mathematics	Good	Outstanding
Science	Outstanding	Outstanding ↑

- In Islamic Education, students were able to talk in detail about the life of Muslim leaders and great conquerors. Students' skills were under-developed in using references from the Holy Qur'an and Hadeeth.
- Students' reading skills in Arabic as a first language were well-developed. The majority of students responded correctly and showed good understanding of what they read.
- In English, the majority of students demonstrated that they could communicate very well in English and write fluently and persuasively about literary texts.
- Students communicated a good understanding of complex and abstract mathematical concepts in a variety of ways. They demonstrated accuracy in their use of mathematical terminology and a majority had good problem solving skills. Consequently, they were well-prepared for their external examinations and the next phase in their academic lives.
- In science, students made rapid progress and attainment was high. They had acquired a depth of understanding which they were able to draw upon to communicate complex ideas with confidence. Students were able to carry out practical investigations with precision and draw appropriate conclusions based on their observations and secure theoretical knowledge.

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Good	Outstanding	Good 	Outstanding
<ul style="list-style-type: none"> <li>• Students generally enjoyed learning across all the phases of the school. They were aware of their strengths and areas they needed to do to improve. They responded positively to feedback from teachers and from their peers.</li> <li>• Students collaborated well in pairs and small groups, offering and sharing ideas. In the Primary phase, students regularly reflected on their acquisition of learning skills, including independence, enquiry and team work.</li> <li>• Students knew that developing secure skills in English and mathematics had an impact on their learning in other subjects. During thematic work in the Primary School they related learning to the real world, for example, when studying animal habitats.</li> <li>• Students in the Primary and Post-16 classes routinely used their critical thinking skills. This was also evident in secondary literature lessons, but opportunities for reflection were inconsistent in other subjects. Students tackled independent project work well but had limited opportunities to find things out for themselves in day-to-day lessons in the Secondary School. Students were adept at searching for information in books and using the internet but there was little evidence of students using learning technologies during lessons.</li> </ul>				

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Outstanding	Outstanding	Good 	Outstanding
<ul style="list-style-type: none"> <li>• Students were generally keen and enthusiastic. They responded positively to feedback from their teachers and classmates. There were many examples of students' positive attitudes. For example, in Arabic, students celebrated one another's success in speaking fluently to the whole class.</li> <li>• Students behaved very well in and around the school. They had positive relationships with adults and were consistently respectful. Behaviour in the boys' section of the Secondary department had improved since the previous inspection. The atmosphere in lessons was generally purposeful and calm, and behaviour at break times was good.</li> <li>• Relationships with other students and staff were cordial and respectful.</li> <li>• Students were well aware of how to live a healthy life style. They generally made informed choices in the school canteen. Students knew the value of exercise. This was reflected in their enthusiastic participation in sports and games.</li> <li>• Attendance rates were good and students were generally punctual, although boys in the Secondary classes were sometimes late for lessons.</li> </ul>				

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

- Students recognised the universal values of Islam and demonstrated an excellent understanding of how Islamic values influenced their lives in Dubai. Students performed daily prayers in the school respectfully and thoughtfully. Most students were actively involved in a range of charitable activities, helping to raise funds for those less fortunate than themselves.
- Students had excellent understanding of local traditions and the heritage of Dubai. For example, they could talk about the comparison of life in Dubai both in the past and present.
- Students from different nationalities demonstrated strong pride and an understanding of their own culture. They organised and readily took part in learning activities such as, visits to different international countries and happily welcomed visitors to the school.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Outstanding	Good ↓	Good ↓

- Students recognised their responsibilities in the school community and played a key role when they had the opportunity. However, students in the upper grades did not play as active role as they could. When opportunities arose, students' contributions to the local community were constructive, particularly in Primary. Students took part in a range of events such as Charity week, Orphan day, and the Charity souk.
- Students were aware of the need to work hard. They had high aspirations and knew what was required to achieve their academic and career goals. They acquired key skills to make informed decisions and confidently contributed to projects and other activities.
- Students participated in few opportunities to promote environmental awareness. The 'Eco Club' looked at ways to improve the school environment. They made a concerted effort to promote environment awareness through the re-cycling campaign. Primary students independently organised groups to ensure the environment was clean and tidy.

### 3. How good are teaching and assessment?

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

- Almost all teachers had a strong understanding of their subject and how it should be taught.
- The majority of teachers planned engaging and interesting activities which helped students build on previous learning. In the Foundation Stage, the deployment and quality of learning mentors to develop children's learning and curiosity was inconsistent. They missed opportunities to take initiatives in lessons and to have a greater impact on children's learning and development.
- Relationships between teachers and students were strong and this mutual respect enabled students to persevere and take risks in their learning. Most teachers had high expectations and set a good pace in their lessons. In a minority of lessons, teachers provided insufficient time for reflective thinking, discussion or group work.
- In a minority of lessons tasks were not sufficiently matched to the needs of all students and did not help them reach their next steps in learning. On these occasions, teachers did not plan adequate opportunities, particularly for the secondary students, to develop their skills in critical thinking and independent learning.
- There were particular strengths in the teaching of Arabic, especially in the Primary phase. Students were sensitively supported and challenged to develop their vocabulary and provide reflective responses because teachers had high expectations and asked challenging questions.

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

- The school had excellent systems in place to track students' progress from the time they joined the school. The results gathered from these internal assessments were thoroughly analysed and the information used successfully to modify the curriculum and plan intervention programmes for students who were in danger of underachieving.
- Senior leaders used international and national benchmarks to compare students' performance across the school. Rigorous internal moderation procedures ensured accuracy of judgements.
- All teachers were involved in analysing assessment information to improve the curriculum provision and the quality of lessons.
- Most teachers used assessment information effectively to plan teaching activities which supported different groups of students in their next steps in learning. However, this was not always the case and a few teachers did not plan consistently enough for high attaining students.
- Marking was of high quality in most phases. This was particularly effective in Primary and Post -16 phases. Where it was less successful, teachers did not provide opportunities for students to reflect on and respond to, their feedback.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The curriculum was closely aligned to the school's vision with regard to providing rich and challenging learning experiences for all students. Joint planning and some team teaching between teachers of the English National Curriculum and those teaching Arabic contributed to the cohesive nature of students' learning. Cross phase links were well-established which enabled students to make a smooth transition, for example, between the Primary and Secondary phases.</li> <li>The curriculum included innovative approaches. For example, dual teaching by teachers of Arabic and the English curriculum enriched students' experience. Students studying Arabic were highly motivated by the 'passport to reading' approach and the many practical learning activities.</li> <li>The International Primary Curriculum was used effectively to plan curriculum links. There were many examples of links across literacy, numeracy, science and the humanities in the Primary phase. This was less evident in Secondary.</li> <li>There were well-planned opportunities for independent learning, some consistencies in teachers' confidence in promoting such an approach in day-to-day lessons. The curriculum was kept under constant review.</li> <li>Cross phase leaders and subject leaders met regularly to share ideas and evaluate the impact of the curriculum on students' learning and progress. In response to the needs and aspirations of some older students for example, Media Studies and Travel and Tourism as discrete subjects had been introduced.</li> <li>Students studying Arabic as a first language from the Foundation Stage to Year 10 benefited from a rich and engaging curriculum. In Years 11 and 12, there was less breadth, particularly in opportunities for students to develop their creative writing skills.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Good	Outstanding 	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was well planned and provided appropriate learning opportunities for all groups of students. Teachers amended the programme to ensure that students with special educational needs made good progress, particularly in the Primary phase. The curriculum was flexible and innovative and placed an emphasis on learning skills leading to good progress</li> <li>Curriculum options provided opportunities for students to choose subjects that suited their abilities and interests. Since the previous inspection, vocational education had become more embedded within the programmes of study and the school had increased the curricular choice on offer such as Travel and Tourism, Applied Science, Health and Social Care.</li> <li>The enrichment of the curriculum supported the development of learning skills and a range of extra-curricular activities were on offer for all students. Community links and global link projects provided the students with an awareness of the wider community.</li> <li>The school provided comprehensive opportunities for children in the Early Years Foundation Stage to learn the early stages of the Arabic language. Differentiated studying supported the needs of Arabs and non-Arabs in these classes.</li> </ul>				

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Good ↓	Good ↓	Good ↓	Good ↓
<ul style="list-style-type: none"> <li>Child protection procedures in the school were understood by staff, and promoted through regular training. Incidents of bullying were rigorously dealt with when reported to staff.</li> <li>Site security was promoted by requiring visitors to register with security staff and wear badges at all times. Supervision of students throughout the day ensured their safety, including restricting their access to areas of the campus still under completion.</li> <li>Students' health and well-being was overseen and promoted by well qualified medical staff. Students' medical records and medicines were stored securely. Systems for recording and evaluating the effectiveness of safety checks were embedded; however, some risk assessments had not been updated following the move to the new school site.</li> <li>The school buildings were well maintained. They provided good access and a suitable learning environment for students with some physical and educational needs. Some classes across the school, and particularly in the Foundation Stage, were overcrowded and this impacted negatively on learning, and on teachers' abilities to provide consistently high quality learning and support.</li> <li>Healthy lifestyle choices were promoted through the school's curriculum and through the range of healthy food choices in the school cafeterias. Students also had access to well-planned and informal sporting activities throughout the day.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The relationships between staff and students contributed to the caring inclusive ethos of the school. Behaviour was well managed.</li> <li>The school had an effective policy on attendance and punctuality. Appropriate action was taken with students who were repeatedly late or absent.</li> <li>The school had good systems to identify and support students with special educational needs. However, these were not always effectively and consistently delivered across all phases of the school which impacted on progress.</li> <li>The school's special educational needs coordinators worked effectively to support students' needs resulting in good progress across all phases.</li> <li>The Counsellor advised older students on appropriate pathways for their next post-school educational steps. Students were confident in seeking help and advice when needed for a range of personal matters. Students received advice and guidance from designated staff members, counsellors and learning mentors.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>• Senior leaders were proactive in ensuring that a whole-school policy document on identification and support was developed and implemented.</li> <li>• There were good systems to identify and support students with special educational needs. However, these were not always effectively and consistent across all phases.</li> <li>• Modifications of the curriculum were based on the needs of the student, such as the scaffolding of lessons including the use of specific resources. The special educational needs coordinator, learning mentors and class teachers had developed strategies for supporting a range of needs. Across some phases, the school was accurately evaluating the impact of interventions to inform future practice</li> <li>• The school was working to improve links with parents. However, a few parents reported that they were not actively involved in the setting of targets and reviewing of individual education plans. The involvement of parents in the planning and development of their children's educational plan was inconsistent.</li> <li>• The majority of students with special educational needs made good progress in English, mathematics and science and acquired knowledge, skills and understanding that prepared them well for the next phase in their education.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> <li>• The senior leadership team and other leaders and managers promoted a vision that was shared by the school community. This upheld a collective feeling of accountability and pride in the students' personal and academic achievements.</li> <li>• School leaders collaborated in the vigorous pursuit of excellence to ensure outstanding outcomes for the students. At all levels of leadership, members of staff felt empowered due to the Principal's strong commitment to sharing responsibilities and accountabilities.</li> <li>• The collegial style of leadership was a strength of the school. The Principal, governance and school leaders had ensured that all stakeholders were clear about the professional expectations, procedures and systems in the school.</li> <li>• The recruitment, retention and internal promotions ensured the school benefitted from the collective energy and expertise of all staff. There was excellent capacity to further the school's development.</li> <li>• Leaders had improved key areas of the school's performance. For example, the improvement in the quality of teaching for effective learning in the largest phase of the school.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> <li>• Leaders engaged in continuous systematic and rigorous self-evaluation covering all levels of its operation. The process was driven by leaders and their teams who had developed a strong sense of ownership of the school improvement priorities, for example, through the “Self-evaluation Action Plan” (SEAP) initiative.</li> <li>• Highly effective leadership had developed sophisticated skills in applying robust and consistent procedures for evaluating the performance of teams throughout the school.</li> <li>• The improvement planning promoted high levels of stakeholder engagement; governors were closely involved through advisors in the identification of priorities and medium and long-term plans related to the school’s vision, values and aims.</li> <li>• School leaders had addressed the recommendations from the previous inspection report, for example achieving success in raising the standards of behaviour in the Secondary School.</li> </ul>	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>• Parental involvement in the school had been enhanced through a number of workshops held throughout the year to develop parental understanding on how to help their children. Parents’ groups included the governors’ sub-committee and the ‘Friends and Supporters of the School of Research Science’. Parents were involved in the wider life of the school including National Day, charity events, supporting sports’ teams.</li> <li>• Parents valued the electronic communications used by the school. They also valued the opportunity to meet staff in person, for example, the links they had with teachers and senior leaders.</li> <li>• Parents valued the school reports and acknowledged the way they communicated the progress of their children. A few favoured ‘simpler grades’ which were easier to understand as they found the curriculum grading system, particularly in Primary, confusing even after accessing the school’s training sessions for parents.</li> <li>• Parents acknowledged that direct links with the community were still developing but noted the growing partnerships with businesses and universities. Parents were invited into school to discuss careers with students and to offer insight into the wider world.</li> </ul>	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> <li>• High quality and frequent communications between the Board and stakeholders ensured that members had a broad and detailed knowledge of the school’s performance and potential areas for improvement.</li> <li>• The Board was closely involved in the self-evaluation processes and instrumental in raising and sustaining high standards. Senior leaders were held accountable for the school’s performance and were supported by the advisory members of the Board in setting achievable and challenging improvement goals.</li> <li>• The Board had direct influence on the school’s performance through the provision of high quality training opportunities at all levels of staffing, and a continually improving recruitment and retention of staff process.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> <li>• The school operated both efficiently and effectively. The management team had risen to the challenge of moving to a new site and ensured that disruptions to the students' experiences were minimal. The strong liaison with the parents ensured that school policies and procedures were well-understood.</li> <li>• Almost all members of the teaching and support staff were appropriately deployed in order to provide high levels of support to the students' learning and personal development. There was a strong balance of experience among the staff. The school was fully committed to engaging high quality staff and ensuring that targeted and effective professional development opportunities were readily available to support teaching performance.</li> <li>• The spacious and modern premises offered outstanding opportunities for students of all ages to engage in lively academic and social learning experiences. Specialist facilities, such as the design and technology rooms and physical education outdoor areas were of an excellent standard. There was suitable access for all users.</li> <li>• The quality and range of learning resources were being enhanced as the school adapted to its new surroundings. The range of information and communications technologies was plentiful and of a high quality. However, students' access to mobile technology, such as 'tablets', was relatively under-developed.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	189	13%
	<b>Last year</b>	223	23%
 <b>Teachers</b>	138		65%
 <b>Students</b>	67		27%

- Of those who responded to the survey, most parents said their child enjoyed school and was kept safe when using the school buses.
- Most parents, students and teachers agreed that the progress made by students in Islamic Education and in other subjects was good and that teachers helped students to develop good learning skills.
- The behaviour of some students was raised as a concern by the majority of student respondents, and this was echoed, albeit to a lesser extent, by parents and teachers. Inspection evidence indicated students moved around the school in a calm and responsible manner and their behaviour was good.
- A few respondents felt the school did not always listen to their views or act upon them and students in particular felt unprepared for their next stage in their education.

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

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)