



Sunmarke School

🇬🇧 Curriculum: UK

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Al Khail	Gender of students	Boys and girls
Type of school	Private	Age range	3-18
Opening year of school	2016	Grades or year groups	KG 1-Year 13
Website	www.sunmarkedubai.com	Number of students on roll	727
Telephone	04 423 8900	Number of children in pre-kindergarten	45
Address	P.O 24857, Jumeirah Village Triangle, District 5 - Dubai	Number of Emirati students	6
Principal	Keith Miller	Number of students with SEND	26
Language of instruction	English	Largest nationality group of students	UK
Inspection dates	13 to 16 March 2017		
Teachers / Support staff		Curriculum	
Number of teachers	90	Educational permit / Licence	UK
Largest nationality group of teachers	British	Main curriculum	UK
Number of teaching assistants	9	External tests and examinations	GL, Edexcel, Cambridge International, AQA
Teacher-student ratio	1:7.5	Accreditation	None
Number of guidance counsellors	2	National Agenda benchmark tests	GL
Teacher turnover	NA		



The DSIB inspection process



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

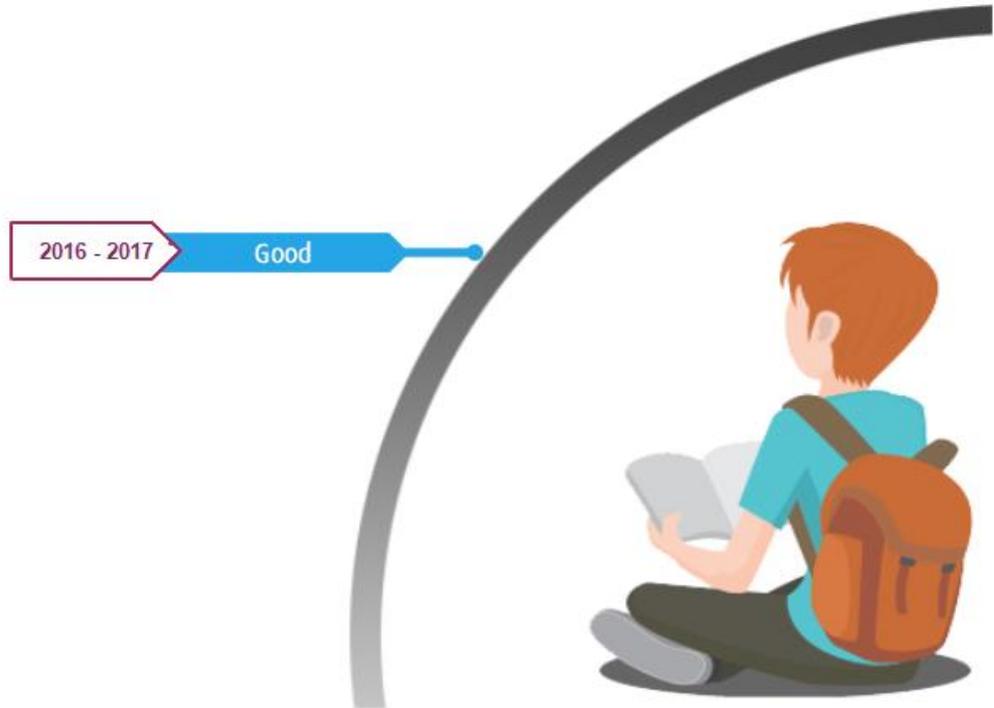
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Sunmarke School



- Sunmarke School is a new school which opened in September 2016. This is the school's first inspection.
- The school does not have historical data on students' attainment and progress. The inspection team made judgements on students' attainment and progress from the work in lessons, a scrutiny of students' work, the school's internal assessments and external benchmark assessments.

Summary of inspection findings 2016-2017

Sunmarke School was inspected by DSIB from 13th to 16th March 2017 . 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.

- Students have good learning skills across the school. In English, mathematics and science, students make good or better progress in the Foundation, primary and secondary stages. Students' attainment and progress are very good in mathematics in the secondary and post-16 phases. There are weaknesses in the progress and attainment of students in Islamic education and Arabic.
- Students' personal and social development are very good across the school. Their knowledge of Islamic values and sense of social responsibility is good in each phase.
- The quality of teaching and the use of assessment is good across the school. Teachers have strong subject knowledge, they are clear about students' next steps in learning and understand how they learn best. Teachers in the Foundation stage make sure children learn through being active and independent. There are coherent and robust assessment systems in most subjects.
- The design of the curriculum is very good at the Foundation stage and it is good in the other phases. It is effective in developing students' knowledge, skills and understanding.
- Health and safety and the support provided to students is good across the school, including for students with special education needs and disabilities (SEND). The support children receive in the Foundation Stage is very good.
- Senior leaders across the school have a very good knowledge of best educational practice. They are successful in ensuring good teaching and learning across the school. Governors hold the school leaders to account. The school is very well resourced, has outstanding premises and has developed good partnerships with parents.

What the school does best

- Provides high quality education in the short time it has been open, as a result of the impact of senior and middle leaders and the efforts of teachers.
- Enables secondary and post-16 students to make very good progress and attain very high standards in mathematics.
- Emphasises students' well-being and promotes effectively their personal and social development.
- Provides a rich curriculum and learning environment at the Foundation stage which has a positive impact on children's progress.
- Provides outstanding accommodation and facilities

Recommendations

- Improve students' progress in Arabic by using the very good practice of language teaching in the modern languages faculty.
- Improve students' progress in Islamic education by adopting the strong practices which are evident in other departments.
- Develop further the quality of lessons across the school by adopting more creative approaches to engaging and challenging students.

National Agenda Parameter



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

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

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

- The school does not fully meet the registration requirements for the National Agenda Parameter.
- The GL National Agenda Parameter tests used in the primary department in October 2016 provide a baseline for future assessments. The results are below expectations and show that attainment is weak.
- The school is at an early stage of development in the analysis and use of data generated from the National Agenda Parameter (NAP). Primary phase teachers have made appropriate adaptations to the curriculum based upon the results of CAT4, GL and internal assessment data.. The secondary phase does not have current NAP data although teachers have made effective use of data from the students' previous school.
- The school is implementing its National Agenda Action Plan. As a result, staff are analysing international benchmarking reports and using these along with the GL Progress Tests to identify gaps in the curriculum in English, mathematics and science.
- In both the primary and secondary phases, teachers' lesson plans make explicit reference to CAT4 assessment data. In addition, particularly in primary, teachers have taken account of GL Progress Tests to adapt the curriculum.
- Students are aware of both the National Agenda and the NAP assessments. They are responsive to their requirements. To date, the results of the NAP assessments have not been used to provide personalised and specific curriculum adaptation for individual students.

Overall, the limited data does not provide sufficient evidence to make a judgement on the progress of the school towards the National Agenda Targets.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Weak	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
Mathematics 	Attainment	Acceptable	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
Science 	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Very good	Good	Good	Good

6. Leadership and management

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



1. Students' achievement

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

- Most children attain in line with expected UK Early Years curriculum standards. They use an appropriate range of vocabulary in conversations. They enjoy listening to stories and can re-tell important parts. By Foundation Stage 2, most read and write common words using their developing skills with letter sounds. They make lists and label pictures but are not yet confident in writing short sentences. The majority of children learn English as an additional language and make strong progress from this starting point. Overall, most make good progress against curriculum expectations and in lessons.
- In mathematics, most children attain in line with curriculum expectations. In Foundation Stage 1, they can count and match numbers in their play activities. By Foundation Stage 2, the majority are confident in using numbers to add single digit calculations, using mathematical symbols. Most can identify geometric shapes and objects such as square, triangle, and cylinder. They are still developing their understanding of more and less than in measuring objects or capacity. They progress well against lesson objectives and their individual goals.
- Most children achieve expected curriculum standards in knowledge and understanding of the world. All understand how to care for and water the flowers and vegetables in their garden and play areas. They explore, try out ideas and make suggestions about what will happen in their 'experiments', for example when they mix magic potions or design flying machines to carry an egg. Most make expected or better progress in lessons against the curriculum outcomes and from their starting points.

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

- In Islamic education, most students attain levels of knowledge, skills and understanding that are in line with the Ministry of Education (MOE) curriculum standards. Most students are confident in memorizing and understanding short Surahs but their recitation skills are underdeveloped. They make the expected progress relative to lesson learning objectives. Students can identify members of the Prophet Muhammed (PBUH) family, understand his search for the truth in the Cave of Hira, but their knowledge of his companions is insecure. Their understanding of the links between Islamic values and their daily lives are underdeveloped.
- There are no external assessments for benchmarking in Arabic as a first language. Most students' skills in reading, speaking and listening are below expectations. Reading skills are inconsistent and the majority of students do not read fluently. Most students have a limited vocabulary and often resort to using colloquial Arabic or English to communicate. Although most students are making acceptable progress in their writing, opportunities for independent writing and writing for a range of purposes remains limited, especially with the older students.
- In Arabic as an additional language most students' skills and language acquisition are below curriculum expectations. Most students memorise vocabulary and sentences but struggle to read correctly and the majority cannot identify letters. Most students' speaking and reading skills are developing steadily in relation to their starting point, but this remains inconsistent. Writing is mostly underdeveloped as there are not enough opportunities for them to develop independent writing skills. Progress is mostly evident in the lower year groups as the younger students are building on their immediate prior learning successfully.
- Students' attainment in English, as measured against the school's curriculum standards indicates that the majority of students are performing at age related expectations. Most students make good progress and quickly develop their speaking and listening skills. They progress faster when given opportunities to discuss in groups what they are learning. Older students are able to write in different styles including writing a diary, an autobiography and fictional writing from different viewpoints.
- Students' attainment and progress in mathematics are good. Students are increasingly confident in the use of number. They use their number awareness to accurately calculate measurements related to time, area, perimeter and capacity. They depict information, in increasing detail, according to their age, using bar charts, pie charts and linear graphs. Progress in lessons and over time is good. Students use their prior knowledge well to move to the next step in their learning. Students make good progress in classifying geometrical shapes and interpreting information. Students are not as confident in converting word problems to mathematical sentences.

- In science, students' attainment in lessons is acceptable and they make good progress over time. Students have a basic knowledge and understanding of key scientific ideas and are developing their problem solving and practical skills. Students with SEND attain and make similar progress to the cohort as a whole. The successful development of skills of enquiry is a feature of this phase and as a result, students make good progress by making predictions and carrying out investigations.

Secondary		
Subjects	Attainment	Progress
Islamic education	Weak	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Weak
English	Acceptable	Good
Mathematics	Very good	Very good
Science	Good	Good

- In Islamic education, most secondary students attain levels that are below the MOE curriculum standards. A minority of students understand, can explain and deduce rulings and guidelines from the Holy Qur'an, Hadeeth and Seerah. Most students make the expected progress in lessons and in their recent work. They can explain the reasons behind the first Muslims' Hijra to 'Habasha'. A minority, use their thinking skills to compare and explain the different types of Hijra and relate them to current migration of people from insecure regions to safer places around the world and to countries such as the UAE.
- In Arabic as a first language, most students' reading and writing skills in the upper secondary are in line with expectations. This is less so and more variable in Years 7 and 8. Although most students can engage well in a discussion about a text, their command of Standard Arabic does not consistently allow them to fully participate in or have extended discussions, as they frequently revert to colloquial Arabic or English to convey meaning. Across the school, students' writing skills are variable and better in the upper years. Opportunities for extended and independent writing remain limited.
- In Arabic as an additional language most students' reading, writing and speaking skills are below expectations. The majority of students are not able to read or independently write simple words or create sentences. They are, however, tending to memorise some of the current vocabulary and a few sentences in each lesson. Students' writing skills vary, a minority are confident in their ability to create and modify their work, whilst most rely on copying.
- In English, the majority of students make good progress and are attaining at levels in line with curriculum expectations for their age group. Most students are able to read, understand and consider language structure and quality literature. Lesson observations indicate increasing confidence in speaking, listening and writing skills as shown when students analysed characters from Shakespeare's plays and discussed their views with others. Progress is overall good because much of what students are learning maintains their interest and engagement.
- In mathematics, attainment is very good. Almost all students develop very good skills in algebra. They manipulate formulae confidently and can change the associated variables to solve problems. In a Year 11 class, students could correctly distinguish between direct and indirect variance, and use this understanding to interpret real-life contexts. Most students work well with data. They can

analyse statistical distributions and make considered inferences. Progress overtime is very good. Most students show good skills in researching ideas for projects and are confident when giving presentations. They are proactive independent learners.

- In science lessons, students achieve well and the majority attain and make progress above expectations. Science teachers predict that Year 11 students will obtain very good results in their GCSE examinations this summer. Year 9 students have risen to the challenge of starting their GCSEs early. Guided by teachers who plan effectively and deliver well-structured lessons, students integrate well the scientific method of investigation into their learning. Students are skilled at investigation and problem solving.

 Post-16		
Subjects	Attainment	Progress
Islamic education	Weak	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Very good	Very good
Science	Acceptable	Acceptable

- In Islamic education, most post-16 students attain levels that are below the curriculum standards. Only a minority of students can memorise, prescribed verses, understand, explain, apply, deduce, conclude and infer rulings and guidelines from verses, and support their own views using Hadeeth. Most students are making the expected progress in lessons and in their recent work. They understand the four aspects of Al-Qadar but only a minority understand terms related to Islamic laws. Their critical thinking skills and application to real life situations are underdeveloped as is their recitation skills and in depth understanding of the Holy Qur'an.
- In English, the quality of students' discussion and writing clearly indicates a level of attainment and progress above curriculum expectations. Students take part in speeches and debates, and use modern technology such as videos and computer based learning, to support their ideas and enhance their presentation skills. Older students can express their opinions with enthusiasm and clarity. Students can explore how poetry uses humour with sensitivity. They can analyse quotations and use them to support the key ideas of a text.
- In mathematics, attainment and progress are very good. Students have a very secure knowledge of trigonometric functions and the algebraic skills to manipulate identities. A particular strength is their ability to analyse and make inferences from statistical information. Students can correctly identify the correlation between sets of data drawn from business contexts. They can model practical scenarios well. Year 13 students can confidently apply their knowledge of moments in a mechanics class to model a practical problem. Students acquire mathematical competencies which will serve them well for their next stage of education.
- In science, most students demonstrate scientific knowledge and skills that are in line with curriculum expectations. Through investigations and questioning, students are encouraged to develop higher order skills of analysis and application. Although the promotion of evaluative thinking is less evident in lessons. Enquiry based learning is a common and relatively strong feature of this phase. Students work well in lessons and the majority of them are on track to achieve their predicted grades in AS and A level examinations.

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

- Most students are actively engaged in their own learning and are being encouraged to develop their ability to take ownership and responsibility for their rate and direction of progress. More able students are sometimes limited in their ambition and ability to extend and deepen their learning.
- Students communicate and collaborate well in lessons. They give feedback well and their presentation skills are well utilised. Students listen to each other and debate ideas. They are not as skilled in choosing appropriate ways of learning for themselves and are more often directed by the teacher on which methods of learning to use.
- Almost all lesson planning and delivery features real world examples, helping students, particularly the less able to understand how the information and skills can be applied in different contexts. Cross curricular links are strong in teachers' lesson plans but students themselves are not always encouraged to think independently about how learning inter-relates and overlaps with other subjects and has applications outside of school.
- Opportunities for critical thinking and research are enshrined in most lessons through effective lesson planning. Students themselves are developing their skills and show signs of innovative thinking which is taking learning into new and exciting areas. In Islamic education and Arabic fewer opportunities are provided for innovative thinking and problem solving. Information technology is regularly, routinely and appropriately used for research and recording in the majority of lessons.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good

- Across the school students have positive attitudes. They are responding well to the Growth Mindset initiative which is allowing them to develop their confidence, resilience and self-reliance. It is also allowing them to build on and further develop their view of critical feedback as empowering and motivating.
- Students are very well behaved across all phases of the school. Students' in the primary phase can talk confidently about ways in which they resolve differences. Students are respectful of others and there are very few incidences of bullying, all of which are dealt with promptly.
- This is a school in which students are respectful and considerate to others, including those who may express a sense of feeling lonely or who have recently joined the school. They are aware of the importance of supporting, mentoring and encouraging others. Students work well in attempting to ensure that everyone is valued as part of the new school family

- In the Foundation Stage, children demonstrate a solid understanding of aspects of having a healthy lifestyle, such as the need to eat healthily, maintain oral care and hygiene. Across the rest of the school students have not consistently adopted healthy eating habits. Lunch and snacks often include items high in sugar and salt. Students enjoy participating in physical education and sports.
- Students' attendance and punctuality has improved significantly since the beginning of the academic year, and levels of attendance are at 96 percent. Students are punctual to almost all lessons and understand the importance of being on time.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They can provide many examples of how the school celebrates Islamic events such as Eid Al-Adha and the Islamic Hijra. They appreciate the Islamic values of generosity, kindness and tolerance and identify that the UAE and Dubai represent these values through welcoming people from different backgrounds and nationalities.
- Students fully respect and appreciate the heritage and culture that influence contemporary life in the UAE. They participate in assemblies, activities, and charity events in the "Year of Giving" and embrace the Arab language greetings around the school. They celebrate the National Day and the commemoration day. UAE traditional 'majlas' places and displays are evident around the school and in classes.
- Students have a clear understanding and appreciation of their own and each other's culture. The cultural diversity is celebrated through the International Day with students and parents working together. Students are encouraged to complete an 'Around the World Passport' which is stamped each time they learn about a different country and collect items such as flags and badges.

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

- Students are responsible and understand their roles within the school community. They volunteer, initiate and lead on activities, such as the 'Clean up UAE Campaign', and raise funds to support a range of causes. Students undertake leadership opportunities such as innovation champions, lead learners, and sustainability and conservation champions. However, their voluntary work outside the school is yet to have a significant impact on the surrounding community.
- Students show a positive work ethic and sometimes take the initiative. Through planned activities, such as the enterprise week, the innovation days and other events in each phase of the school, students are becoming more self-disciplined, confident and entrepreneurial. Students enthusiastically take part in the 'AED 50 Challenge' where they design and produce products and sell them to make a profit.

- Students care for their school and are aware of climate change. They are able to think critically about the environmental challenges facing the UAE in the 21st century. They believe in the reduce, reuse, and recycle concepts and make use of the recycling bins as well as attending events such as the global conservation summits and the solar panel shows to improve their understanding further.

3. Teaching and assessment

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

- Teachers have strong subject knowledge across almost all subjects and phases. Most are clear about students' next steps in learning and understand how they learn best. For example, in English, teachers support students who are additional language learners, through the use of drama. Foundation stage teachers, ensure children learn through being active and independent.
- Most teachers plan consistently to make best use of time and materials. Resources are well used and information and communication technology (ICT) is an integral part of most lessons. In the Foundation stage, teachers organise stimulating play environments to enhance curiosity. Most teachers evaluate and annotate plans effectively to adapt and improve their lessons to match and build students' learning.
- Interactions are very positive between teachers and students in most lessons. Teachers use a range of techniques and purposeful questioning to engage and interest students. They challenge them to think more deeply about their answers. Most focus on helping students to develop their own skills and encourage reflection on their learning.
- In all phases, teachers have inclusive approaches. Most incorporate appropriate tasks to meet the needs of groups and individuals, including those students with SEND. In a few lessons, especially in Islamic education and Arabic, differentiation is not based sufficiently well on students' prior knowledge and understanding of the language.
- Across the school, teachers engage children and students in making choices and being independent. In the best lessons, teachers develop students' discussion and debate to encourage and develop critical thinking. In science, enquiry based learning is commonplace and students are encouraged to carry out research on their own ICT devices. Problem solving and innovation are less evident in the majority of lessons.

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

- Internal assessment procedures across all phases are well aligned to the school's UK curriculum. Coherent and robust assessment systems in most subjects enable school leaders, governors and teachers to track students' progress accurately. However, assessment data on students' knowledge and understanding in Islamic education is not as strong.
- The school aligns its assessment procedures well to the requirements of external examinations, including GCSE, AS and A level examinations. Senior, phase and subject leaders are refining and improving their assessment procedures.
- Across all phases, there is a coherent approach to managing assessment data. Leaders and teachers carefully analyse data to understand better the performance of individuals and different groups of students. Progress checks are typically carried out every six weeks. The data held is accurate and detailed and put to good use by teachers to support learning interventions.
- The curriculum is adapted by the school in response to benchmarking assessments. Although underway, the outcomes from such assessments at individual student level are not used consistently. Teachers take account of assessment data when planning their lessons, although this is proficient enough to meet the learning needs of all groups of students, especially the most able.
- Teachers, across all phases, have a good knowledge of the strengths and developmental needs of their students. Teachers use peer and self-assessment well in many lessons. They give students constructive individual and collective feedback. Written feedback is often helpful although there is some inconsistency in both the quality and the value of this feedback in exercise books.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good

- The school follows the revised National Curriculum for England in primary, secondary and post-16 for almost all subjects and is effective in developing students' knowledge, skills and understanding. The curriculum for Arabic and Islamic education is drawn from the MOE standards. The Foundation stage curriculum is designed and based on the philosophy of learning through play and very successfully implemented.
- The curriculum is systematically developed to ensure continuity and structured progression across all phases. In the primary phase, teachers provide opportunities for students to follow their own interests to develop their own knowledge and skills. In Year 1, students initially continue their learning with a similar approach to that of the Foundation stage. In the primary phase, they are introduced gradually to a greater emphasis on discrete subject teaching.

- Curricular choices are available to children in the Foundation stage as they have many opportunities to choose activities as part of their learning. School offers a wide range of subjects for students in upper secondary and post-16 to develop their interests, talents and aspirations. These include a good range of technology subjects, economics, statistics, media and tourism and many more pathways to help prepare students for worldwide universities.
- The themed curriculum in primary is effective in ensuring cross-curricular links are meaningful and well planned. Links are also being made between teachers of specialist subjects and class teachers to ensure continuity. Themed weeks across the school are purposefully planned to give all students opportunities to apply their knowledge and skills in different contexts including many real-life experiences.
- The curriculum is regularly reviewed to incorporate the necessary changes based on analyses of assessment results and the impact on students' learning. Changes to the curriculum are well considered and the needs of most students, including those with SEND, are met. The school is currently undertaking a complete review of the curriculum for older students.
- The school is integrating UAE social studies in the Foundation stage and primary curriculum through cross-curricular links. It is also taught discretely in the primary and the secondary phases with links being made to humanities and English. In all three phases, educational visits are arranged to help bring learning of the UAE to life within the classrooms. The school has also organized a number of different events to illustrate the culture of the UAE. These include a calligraphy exhibition, and a display of traditional dancing.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is constantly adapting to meet the needs and aspirations of students. The school monitors equality of opportunity closely and leaders work intelligently to ensure that as many options are provided as possible for all groups of students. In the best lessons, teachers continually adapt their teaching to meet the needs of individuals and groups although some teachers are more rigid in methods and content, and do not adapt to changing learning needs.
- The school is developing its ability to offer and encourage opportunities for innovation and creativity. Students are encouraged to contribute to the school; for instance, some older students volunteer to support younger students in lessons. The contribution students make to the wider community is growing through awareness raising in lessons and a wide variety of well-attended extra-curricular activities which promote academic, personal and social development.
- Most teachers plan lessons well to help students understand the heritage and culture of UAE society. However, in some social studies lessons, teachers do not always take account sufficiently of the differing experience and heritage of the students, particularly of those who have lived in the UAE for many years. This results in some lessons being unambitious for the more experienced and knowledgeable students.

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

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

- Child protection and safeguarding provision and awareness raising is high on the schools' agenda. The details of related policies are systematically conveyed to staff, students and parents. Staff training on safeguarding issues are innovatively provided through an online certificated course. Cyber safety awareness is effectively coordinated by the IT department and essential information about these issues are productively shared with parents and students.
- Arrangements for the security and safety of all students are comprehensively embedded in the routines of the school. The schools use of photographic ID cards and the extensive checks on transportation arrangements are well-considered. Risk assessments for educational trips are extensive and a similar attention to detail is shown in addressing safety arrangements in the swimming pool and the operation of machinery.
- Information relating to medical data, evacuation procedures and health and safety issues is systematically recorded. A rigorous review of procedures is part of an ongoing programme to ensure their effectiveness.
- The school premises and resources are well suited to the specific needs of children particularly in the Foundation stage and students with SEND. The provision ensures that students are safely protected while taking part in a wide range of challenging and interesting educational experiences.
- The school promotes the importance of healthy living well. Essential information about diet is provided through the science and food technology curriculums and the pastoral program. The practical significance of this information is shown in the dietary informed menus offered in the school canteen. A significant range of opportunities for physical activity are built into the curriculum for all students.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Good	Good	Good

- Relationships between staff and students are exceptionally strong and positive, because systems are well designed and sensitively implemented. Specialist staff are well qualified and experienced in promoting a harmonious environment. Although teachers' experiences and abilities in managing behaviour are varied, the strong systems, driven by clear values, along with parental support, is enabling almost all teachers to manage behaviour very well.

- Attendance is well managed through effective systems. This, along with parents and students who value education, results in low levels of absence. Emerging patterns of absence or lateness are very well monitored, and leaders are very skilled in taking action to support improvements for individual students.
- Students who have additional learning needs are mostly well identified. Almost all students who have SEND are identified on entry from a range of information including the school's own screening systems. Those who are gifted, talented, or potentially higher achievers are also pinpointed accurately and the school is effective at using the data staff are collecting to ensure that learning needs are met.
- The Achievement Centre has quickly established systems to personalise learning plans and to advise staff about the needs of students with SEND. However, not all teachers are yet skilled in using the information they receive. Personalised plans appropriately feature ambitious targets. Catch-up lessons and support teachers help students to access the curriculum at their level. Teachers sometimes miss opportunities for very able students to broaden and deepen their learning.
- The school has an exceptionally good ethos and is supporting students very well towards adulthood. Although systems are not fully embedded, leaders are striving for a learning community where holistic personal development is promoted, nurtured, and delivered through internationally recognised best practice. Resources, including skilled careers advice, are constantly being added, to ensure that the vision is fully blended into all aspects of school life.

Inclusion

Provision and outcomes for students with SEND

Good

- The leadership of this new school has a clear vision for the development of their Achievement Centre and the quality of their inclusive provision. This is translating into a well-resourced school for students with SEND, with excellent facilities and access arrangements. The school's emphasis on the development of the whole child is completely in accord with their ambition to meet all needs, both academic and social.
- Most students' learning needs are identified and assessed well. The school is developing its techniques for initial screening and assessment so that greater information is available for staff and parents on the possible curriculum adaptations and starting points.
- Parents feel that they are genuinely working in partnership with the school. Lines of communication work well and almost all parents feel that they have enough information to make sound judgements about progress and welfare. All staff, including teachers have created useful links and trust with parents that is encouraging them to contribute positively to their children's life at the school.
- Modification of the curriculum is good in the primary, secondary and post-16 phases. In the Foundation stage, children with SEND receive a very good quality of curricular support. In the best lessons, particularly in withdrawal sessions, teachers use the information about learning needs to plan effectively and enable students to reach lesson targets, but in a minority of lessons, differentiation is not matched to students' abilities and starting points.

- In most lessons, students with SEND make good progress because teachers use their experience, skill, and advice in planning goals, methods and resources. Informal assessment is regular and timely in a majority of lessons but in others progress is sometimes impaired because the checks are not used fluently. Where additional staff support individuals in lessons, students can often make very good progress and are enabled to work collaboratively.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and senior leaders have communicated very well to the whole school community an ambitious vision of providing a high quality education which embraces the UAE's National Priorities. It is promoted and shared across the whole school community. The school has an inclusive admissions policy.
- Senior leaders across the school have a good knowledge of best educational practice. They have been very successful in promoting and implementing good teaching and learning across the school for the benefit of the students.
- Relationships between senior leaders and teachers are professional. Communication within the school has improved since the beginning of the academic year as new systems have become established. Leadership is shared well among the senior team and as a group they have high aspirations for both teachers and students. Heads of department and heads of year are making valuable contributions to the success of the school.
- Leaders have been successful in developing the school since the beginning of the academic year. They have put in place effective systems and procedures and have already made improvements in response to feedback from teachers and parents. Senior leaders have created a positive climate in which teachers and middle managers feel that they have scope to innovate.
- Senior and middle leaders hold teachers to account for the way they plan and deliver lessons. Their high expectations have resulted in high standards across most of the school.

School self-evaluation and improvement planning

Good

- The school has a well-organised, systematic and comprehensive approach to self-evaluation which enables leaders and staff to know the strengths and development needs of the school.
- The quality of teachers' planning, delivery of lessons and students' progress and attainment are reviewed by a range of leaders with differing perspectives and together this information provides the school with an accurate view of its performance. A rubric is used well by staff to monitor teaching and learning. A strength of the school's approach is staffs' persistent focus on improving students' progress.
- The school has compiled an ambitious improvement plan. This plan is clear, well-structured and has detailed action points. However, some of the targets are over-ambitious for the milestones which have been set.

- The school has made very rapid progress in reaching a high standard since it opened at the beginning of this academic year. School leaders and teachers have worked very hard to achieve high standards over most of the school's work in such a short time.

Partnerships with parents and the community

Good

- Parents are involved with their children's learning. In addition to supporting their children at home with reading and homework exercises, parents are also involved with their children's learning at school. Several parents support children and the school well by reading with them in Arabic.
- Communication between the school and parents is good. The school uses its virtual learning environment (VLE) to keep parents informed about upcoming events and their children's programme of work. Parents can readily contact teachers and see their children's work. Coffee mornings also help parents and teachers to develop relationships and strengthen communication.
- The regular reports and meetings between parents and teachers keep parents fully informed on their children's progress, attainment and aspects of their personal and social development. Reports helpfully include students' targets and whether their attainment is in-line, above or below expectations for their age.
- A partnership which enables the school to compare standards of work with the nearby school under the same ownership has been established. There are plans to develop further its partnerships with businesses and the local community.

Governance

Good

- The governing body has taken important steps to involve parents. An advisory committee of parents has been formed to provide the views of parents to the board. The school has trained these parents on the school's approach to educating their children. The views of parents are sought on particular issues through surveys, organised meetings and informal contacts.
- Governors receives detailed information on the school's performance and other measures on a regular basis and holds the school to account. In addition, the operational director has regular contact with the principal on a day to day basis.
- The governing body has provided generous staffing, sufficient resources and an outstanding new building to enable students to receive a high quality education. The school meets the statutory and regulatory requirements of KHDA in respect of the teaching of Arabic and Islamic education.

Management, staffing, facilities and resources

Very good

- The day-to-day management of the school is very effective. Routines and procedures are efficiently implemented. Students follow these procedures well which results in a positive learning environment. The emphasis given to effective communication is a strength. Key information is displayed efficiently on digital screens or appropriately directed to the relevant member of staff, student or parent.
- The school is well staffed. Almost all subject departments have staff with relevant skills and expertise to enable the effective delivery of the curriculum. However, the current staff deployment in the Arabic department lacks continuity which is having a negative impact upon student outcomes for some year groups. The extensive number of support and administrative staff ensures the school operates well.
- The very high quality of the premises promotes a safe, engaging environment to support the achievement of students. The modern and up-to-date facilities are a significant factor in motivating and engaging students so that they enjoy their learning experiences at school.
- The range of resources is extensive. All departments are well resourced. The additional provision in music, art, information technology and design technology effectively enhance creative opportunities and the development of specific skills for students.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	145
	2015-2016	0
 Teachers	57	
 Students	210	

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

- Parents who responded to the survey, are very positive about the school.
- Almost all parents who responded to the survey are satisfied with almost all aspects of the school. Parents feel that their children are safe at school and they enjoy school.
- Approximately one fifth of parents feel that the school does not do enough to promote literacy and reading in Arabic. This view is shared by forty per cent of the teachers who responded to the survey. A majority of students also feel that they do not read Arabic well.
- Overall, most teachers and most students who responded to the survey, are satisfied with most aspects of the school. However, approximately one quarter of the teachers who responded say that they do not enjoy working in the school and half of the teachers think that school leadership can be improved. Almost a half of teachers do not think that they have had sufficient time to embed the professional development provided by the school
- Approximately one quarter of staff feel that students' special education needs are not accurately identified and that there is a lack of support for students with SEND.

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