

Inspection Report



Star International School

2014-2015



CONTENTS

School Information	2
Parents' Report.....	3
School Inspection Report.....	10
Overall school judgement	11
Key strengths	11
Changes since the last inspection.....	11
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	16
How well does the curriculum meet the educational needs of all students?.....	17
How well does the school protect and support students?	18
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	19
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

School information



General information

Location	Al Twar
Type of school	Private
Opening year of school	2005
Website	www.starschoolaltwar.com
Telephone	04-2638999
Address	P O Box 51008, Dubai
Principal	Durriya Goriawala
Language of instruction	English
Inspection dates	24 th - 26 th November 2014



Students

Gender of students	Boys and Girls
Age range	3-15
Grades or year groups	Foundation Stage - Year 9
Number of students on roll	524
Number of children in FS1	70
Number of Emirati students	67
Number of students with SEN	40
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	40
Largest nationality group of teachers	British
Number of teacher assistants	14
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	34%



Curriculum

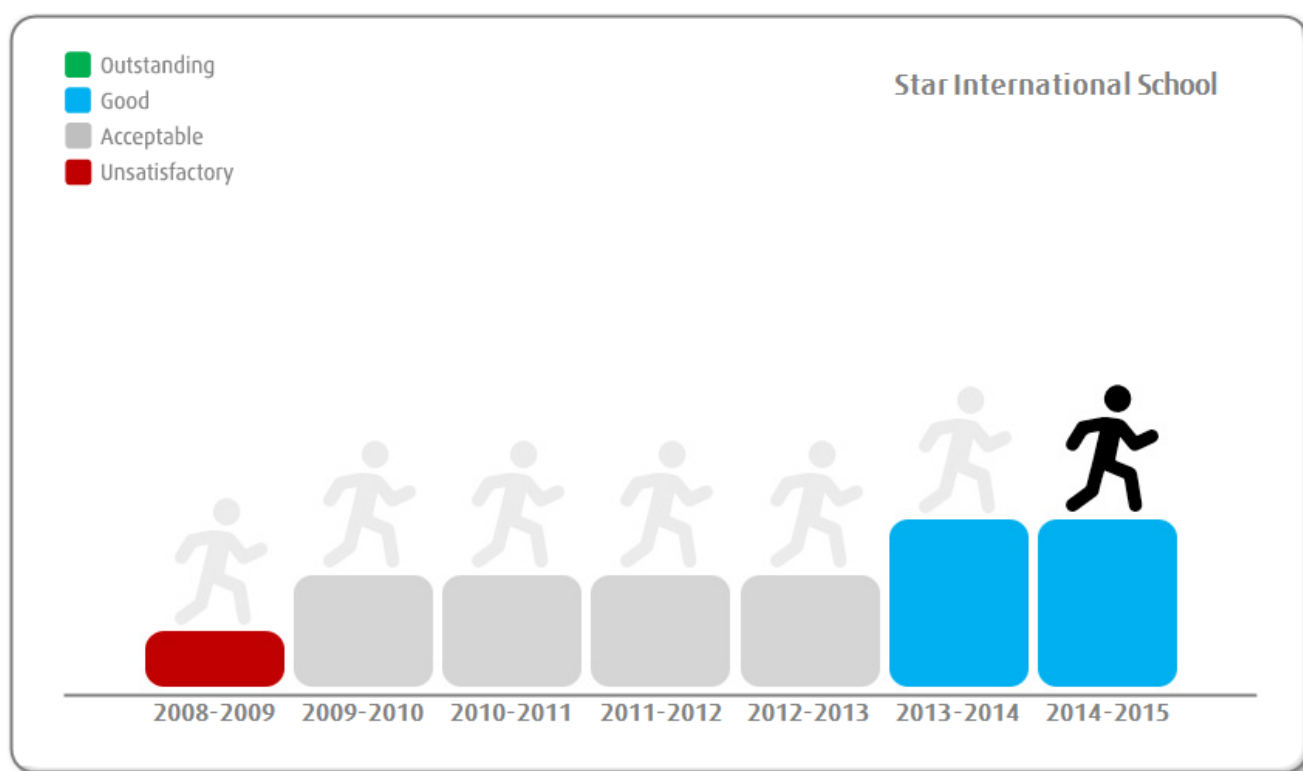
Educational Permit	UK
Main Curriculum / Other	UK / IGCSE
Standardised tests / board exams	Cambridge
Accreditation	



Dear Parents,

Star International School was inspected by DSIB from 24th - 26th November 2014, 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

- Within this inclusive school, students' demonstrated positive and extremely responsible attitudes to their work and each other.
- Students' showed outstanding personal responsibility across all phases of the school.
- Leaders used information from international tests effectively to review and improve the curriculum.
- The school had high quality systems that provided a consistently safe, hygienic and secure environment.

Areas for improvement

- Improve the quality of teaching in Islamic Education and Arabic as a first and additional language in order to improve students' attainment and progress.
- Improve the skills of a minority of teaching assistants in the Foundation Stage, and their ability to effectively support children's learning.
- Ensure all leaders are consistent in their monitoring and evaluation of the quality of teaching in order to fully understand and implement the necessary improvements to be made.

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 Star International School



How well does the school perform overall?

Overall, Star International School provided a **'Good'** quality of education for its students.

- Student's attainment and progress were at least good in English, mathematics, and science in all phases of the school, and acceptable in Islamic Education and Arabic as a first and additional language in the primary and secondary phases. For most students, English was not their first language. In the Foundation Stage, children made outstanding progress in English. Attainment for Year 6 and Year 9 students were above curriculum expectations in English, mathematics and science. Students across all phases demonstrated positive attitudes to learning. Relationships were supportive, students regularly worked together sharing resources and ideas, including information technologies.
- Students' personal development was outstanding. They collaborated very well and were polite and considerate to the feelings of others. They demonstrated outstanding behaviour in lessons and around the school. Emirati traditions were well known and understood especially by secondary students who recognised their importance, relevance and value to people in the UAE. Older students contributed very well to the local community through environmental projects and active involvement in visits to centres for special needs and community centres for the elderly.
- Most teachers had good knowledge of the subjects they taught. Their teaching helped students to develop their understanding and skills well in most subject areas. Teachers also used their knowledge of students' abilities to plan lessons well and ensure good progress overall. However, these strengths were not as evident in Arabic and Islamic Education lessons.
- The curriculum was good across all phases. The Early Years Foundation Stage curriculum programme and the National Curriculum of England had been successfully modified and reviewed to provide a good platform for students to develop a broad range of skills, knowledge and understanding. Most teachers adjusted their lesson plans to provide suitable tasks and activities for different groups of students. However, there was still much development work to be done in Islamic Education and Arabic to reach the same standard as found in other key subjects.
- The school's procedures for providing a secure, safe and hygienic environment for students were highly effective. The quality of support was good across the school, with clear guidance given to support students' academic and personal development.
- The Principal had set a clear vision for the school. Together with the senior leadership team, she led by example, and the school was continuing to improve. Parents valued the family nature of the school. Good systems of self-evaluation provided the school and governing board with a mainly clear understanding of areas that needed to improve further. The exception was in the Arabic and Islamic Education departments where the school had a too positive view of the quality of teaching and students' attainment and progress.



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

- Almost all students with special educational needs made good progress against individual targets. However, for those studying Arabic as a first and additional language, their academic progress was unsatisfactory.
- Teachers and support staff used a range of strategies to help children with special educational needs to develop a better understanding and acquire new skills and knowledge. Some students regularly worked with the special educational needs coordinator or learning support staff to achieve personal targets.
- The school respected the opinions of parents and, where appropriate, worked together with external agencies to accurately identify and plan next steps in students' learning and personal development.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

3. How good are teaching and assessment?

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

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable

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

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

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths


- Students' demonstrated very positive and extremely responsible attitudes to their work, and towards each other within this inclusive school community.
- Students' personal responsibility was outstanding across the school.
- Students' community and environmental awareness were particularly good in the secondary phase.
- Leaders made effective use of their analysis of international benchmarks to review and enhance curriculum provision.
- The school had high quality systems to provide a safe, hygienic and secure environment.


Changes since the last inspection

- Children's attainment in mathematics in the Foundation Stage had improved to good.
- Students' progress in Islamic Education in the primary phase had declined to acceptable.
- Students' progress in Arabic as a first language in the secondary phase had declined to acceptable.
- Students' attainment and progress in the primary phase in Arabic as an additional language had declined to acceptable.

Recommendations


- Improve the quality of teaching and increase the rate of student progress in Islamic Education and Arabic as a first and additional language by:
 - setting clear objectives for learning which require students to develop skills as well as gain knowledge
 - using assessment information to modify the curriculum to meet the needs of all students
 - providing a wider range of activities relevant to students' needs and abilities.
- Improve provision in the Foundation Stage by further developing the skills of teaching assistants and monitoring the impact of their work on children's learning.
- Ensure all leaders demonstrate impact and are highly effective in driving improvement in the quality of teaching within their areas of responsibility.

 Improved from last inspection

 Declined from last inspection




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

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding
Mathematics	Good 	Good
Science	Good	Good

- Almost all children learn English as an additional language. They made outstanding progress to reach good levels of attainment. Younger children enjoyed singing songs, repeating rhymes and confidently participated in the sharing of their favourite books. Older children made use of more complex sentences to express opinions, ask questions and engage in short conversations. By the end of the Foundation Stage, children were able to use and apply their knowledge of initial sounds to write short sentences.
- Children's attainment and progress in mathematics were good. Children could identify simple 2D shapes, sort materials and use correlation to count an age-appropriate number of objects. Older children made patterns, sequenced events and constructed simple graphs. They could estimate when asked, comparing quantities, and usually used the appropriate mathematics vocabulary. The majority of children confidently engaged in practical problem solving activities.
- Through exploration and investigation, young children made good progress and gained good knowledge and understanding of the natural world. Children were regularly engaged in enquiry based activities. For example, a small group eagerly attempted to melt a large block of ice using salt. Children were less confident in being independent thinkers and seldom investigated why things worked or developed ideas of their own.


Primary

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

- In Islamic Education, students demonstrated acceptable knowledge of the pillars of Islam and faith. They understood the purpose of prayer, charity, fasting and the meaning behind Islamic rituals and celebrations. A few were unable to explain and apply their understanding in real-life settings.
- In Arabic as a first language, most students were developing their listening and responding skills. Their knowledge of Arabic grammar was developing. However, their writing and speaking were less well developed.

- In Arabic as an additional language, students could listen to basic instructions, but were unable to listen for comprehension purposes. Their speaking skills were not well developed. Their writing was very limited to words and short phrases and at best to short sentences within a structured pattern.
- The majority of students made good progress in English. Their ability was strongest in speaking and listening. They could explore topics in discussions, and share and support points of view especially through exposure to poetry. Most students were developing their reading skills successfully through targeted development linked to a structured reading programme and through the newly initiated approach towards guided reading. Writing skills were developing strongly where students were given clear structures and their use of language and expression was encouraged.
- Students were meeting or exceeding the expected standards in all aspects of mathematics. Students in the lower primary classes had at least good knowledge of 2D and 3D shapes; this was sometimes outstanding. Throughout the primary phase, a majority of students developed a good understanding of mathematical vocabulary relative to their respective ages. The weekly problem-solving lesson promoted the concept of solving real-life mathematical problems well, but this was not fully integrated into other mathematics lessons.
- In science, primary students had a good understanding of scientific processes and the ability to contribute to the design of scientific investigations. Students' good attainment in external Cambridge International Examinations Primary Checkpoint tests showed they made good progress from their starting points.

Secondary

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

- In Islamic Education, students made acceptable progress in developing their understanding of main Islamic concepts and their awareness of how these were related to their own everyday lives. However, they made slower progress in Qur'an recitation and Tajweed rules.
- In Arabic as a first language, students developed their grammar and vocabulary adequately but their progress was slower in using this knowledge to develop their extended writing or when speaking.
- Most students developed an acceptable range of vocabulary in Arabic as an additional language but they were not confident in using this in meaningful expressions. Their writing was less developed and students did not make good progress in using the target language.
- In English, the majority of students displayed strong skills in speaking and listening, and in response to reading. They developed skills and confidence in analysing texts and in justifying their ideas about a writer's skill and techniques. When writing was linked with real life, and supported with clear guidelines, useful vocabulary, and opportunities for researching and using technology, most students could write well, with accurate structure and thematic development.
- In mathematics, students in Year 9 achieved above expectations in external tests and well above expectations in data handling. They made good progress understanding fractions and could subtract mixed numbers and worked out equivalent fractions, almost all could bring them to their lowest terms. The weekly problem-solving lesson was promoting the concept of solving real-life mathematical problems well but this was not a regular enough part of all lessons.

- In science, students made good progress to attain good levels of knowledge and skill. They were encouraged to think critically, hypothesise and carry out scientific investigations. As a result, their attainment in external Cambridge International Examinations Secondary Checkpoint tests was above average.

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students across all phases demonstrated positive attitudes to learning. Students were keen to do well and when encouraged to reflect or peer-assess, they evaluated what they were doing and considered ways to improve. Although students were beginning to have an awareness of their strengths and weaknesses, these skills were not yet fully developed.
- Students had supportive relationships with one another and regularly worked together, sharing resources and ideas. They enjoyed being involved in group and class activities, and in participating in discussions.
- From a very early age, students were encouraged to be curious, to investigate, and to explore. Some teachers encouraged older students to search for answers in reference materials or on the internet. The use of technology and research skills were not yet consistently embedded across all subjects and phases. Critical thinking skills were developed well in some subjects, but were not evident in Islamic Education lessons.
- Students were increasingly able to make connections between learning and the real world. For example, in a Year 8 history lesson, students were able to compare and contrast the English civil war with current conflicts around the world.

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

	Foundation Stage	Primary	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding

- Students progressed very well in their personal and social development. In the Foundation Stage, almost all children understood class routines and could engage in appropriate social interaction at snack or meal times. They had a good knowledge of how to use toys and tools safely, and knew which foods were healthy, such as fruit.
- Students demonstrated very positive and responsible attitudes to learning. Children and students loved to come to school and said they felt completely safe. Behaviour was excellent and contributed to their effective learning in lessons. Students' showed demonstrated strong self-discipline in the playground and around the school. Very purposeful and respectful relationships were established between students and adults.
- Communication channels were supported by the effective part played by the Student Council, House Captains and Learning Buddies.
- Students were very keen to adopt a healthy life-style. They responded well to the school's positive approach to promoting this, such as the checking of lunch boxes and issuing of certificates for to students who made the healthiest choices.

	Foundation Stage	Primary	Secondary
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Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrated a good understanding of Islamic values and they appreciated the relevance and impact of these values on everyday life. They learned a lot about the cultural heritage of Dubai through the learning environment, off-site visits, on-site visitors, role play, music, stories, art work, assemblies and school productions. The value of charity was shared by the whole school community and students led the school in generating ideas for how to develop charitable relationships. Muslim students taught non-Muslims about Islamic traditions by leading phase assemblies to explain the meaning of Eid Al Adha, following their participation in a Haj celebration. Students demonstrated a mature grasp of the breadth and depth of cultural diversity from around the world. International Day was used for students to learn about the countries their fellow students' came from and to celebrate each other's traditions and cultures. 			

	Foundation Stage	Primary	Secondary
Community and environmental responsibility	Good	Good	Outstanding
<ul style="list-style-type: none"> Students demonstrated a very strong work ethic, and a well-developed understanding of their responsibilities as a part of the school community. Students cared about their school and took part in saving energy activities around the school and in classrooms. Children in the Foundation Stage contributed by keeping their classes clean and tidy. Older students played a significant role in the recycling project. School visits to the local parks and the beach gave students' opportunities to develop their awareness of the environment. Students' involvement in the community was well-developed in the secondary phase through their numerous roles and responsibilities in and outside the school. Older students carried out voluntary activities. They felt that their 'voice' was heard by the school's leaders and that they were able to use their initiative to plan and lead activities to improve the school. Their active involvement in visits to special needs centres and community centres for the elderly ensured secondary students were actively engaged in the local community. This level of involvement had not yet been extended to other phases of the school. 			

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
<ul style="list-style-type: none"> • Most teachers demonstrated good knowledge of the subjects they taught and how students learn, especially in the Foundation Stage and primary phase. However, this was less evident in the teaching of Arabic and Islamic Education. • Most teachers planned their lessons well. They used time and resources effectively to enhance students' progress and learning skills. In most cases, learning objectives linked well to the school's curriculum and addressed the needs of different groups of students through planned differentiated activities. In the Foundation Stage, teaching assistants did not always consistently provide the necessary support to children, nor extend children's learning. • Interactions between teachers and students were very positive and helped ensure that students confidently engaged in the learning process. • Most teachers had high expectations of students and provided them with challenging work. They reinforced concepts, skills and vocabulary and asked questions that helped extend students' learning. • The majority of teachers ensured that students had opportunities to become reflective and critical thinkers. • In Arabic as a first language lessons, learning objectives did not sufficiently require students to develop skills as well as gain knowledge. Lessons were led too much by the teachers using only textbooks, and so students were not sufficiently involved in the learning process. Consequently, this impacted on the progress students made in these subjects. 			

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good
<ul style="list-style-type: none"> • Internal assessment practices were well linked to the school's curriculum standards and generally provided valid and clear measures of students' academic attainment and progress. Cambridge International Examinations standards were integrated into the school's revised Arabic curriculum. However, leaders did not check regularly enough the quality and level of the assessments. • The benchmarking of students' learning outcomes against Cambridge International Examinations checkpoint tests for Year 6 and Year 9 provided staff with a clear view of students' attainment. TIMSS international assessment data was well analysed and had further helped to inform the school's understanding of students' attainment in primary mathematics and science, and to make appropriate modifications to the curriculum. • Good internal systems were in place to track students' progress over time. Assessment information was generally accurate, detailed and well analysed but was not always sufficiently moderated or aligned to curriculum expectations in order to provide a fully accurate view of students' attainment and progress. • Assessment information was used effectively by most teachers in their planning to meet the learning needs of all groups of students. • Most teachers had a good knowledge of individual students' strengths and weaknesses. In most cases, teachers provided well-focused challenge and support, although the quality of their marking was inconsistent. In some lessons, students were involved in assessing their own and each other's learning. 			

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was good across all phases. The Early Years Foundation Stage and the National Curriculum of England had been successfully modified and reviewed to provide a good platform for the development of a broad range of skills, knowledge and understanding. The Foundation Stage provided a wide range of learning opportunities across all learning areas. Based on a thematic approach, it enabled children of different abilities to make good progress in their learning and development. Transition arrangements were effective with much recent work done to ensure seamless transitions between each phase, as well as in preparation for students moving to new schools. The inclusion of topic-based learning and enrichment through teacher led activities provided opportunities for students to meet their academic and personal learning needs. The school had yet to provide sufficient opportunities for students to develop their artistic skills as well as skills in performing arts. There was a good range of additional activities within and outside of school which broadened students' learning opportunities, experience and their social awareness. The curriculum in Arabic as a first language was mainly based on textbooks. Enrichment with extra materials was scarce and, as a result, students were only able to attain just in line with the national document standards, and no higher. 			

	Foundation Stage	Primary	Secondary
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> Across the school, teachers of English, mathematics and science adjusted their lesson plans to provide suitable tasks and activities for different groups of students. This helped most students to develop their knowledge, understanding and skills in these subjects. However, there was still much to be developed in Islamic Education and Arabic teaching and learning to reach a consistently good standard in all lessons and in each phase of the school. In the Foundation Stage and early primary classes, there were some opportunities provided for students to make choices about what and how they learned. Older primary students spoke positively about choices within topic work and when choosing enrichment opportunities during 'Golden Time' every week. Year 9 students spoke enthusiastically about prospective opportunities to choose placements for their work experience in the third term of their final year at the school. A range of extra-curricular activities supported some, but not all, students' learning and personal development. The inclusion of team and competitive sport, ballet and little engineers/future engineers' clubs supported the trips and visits which were related to what students were learning in lessons. The school did well to provide time to teach Arabic in the Foundation Stage to children whose first language was Arabic. In addition, there was a programme to target the basic Arabic at the level of non-Arab children. 			

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

	Foundation Stage	Primary	Secondary
Health and safety	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Staff were fully aware of child protection procedures and students knew they could go to the counsellor with any concerns. Secondary students were fully aware of the dangers of the internet and had signed anti-bullying agreements. • The school provided a hygienic and safe environment. Security was outstanding and the supervision of students around the school and at the beginning and end of the day was excellent. • Procedures in the clinic were thorough, and records and medicines were locked away when unsupervised. • Very good records were kept with regard to the maintenance of the building and effective procedures were in place for reporting any concerns. • Healthy living was promoted in a variety of ways, for example during physical education and science lessons, and through initiatives by the school nurse and newsletters to parents. 			

	Foundation Stage	Primary	Secondary
Quality of support	Good	Good	Good
<ul style="list-style-type: none"> • The quality of relationships was good and students had many opportunities to relate to staff both in lessons and in activities outside lessons. The management of behaviour was consistently outstanding. • Procedures for promoting very good attendance at the start of the day were effective, although staff did not ensure that students were always punctual to lessons. • The identification of students with special educational needs was thorough. • The support of students with special educational needs was generally good and enabled them to make good progress. <p>The well-being of all students, and particularly those in Year 7 to 9, were closely monitored and given very effective guidance.</p>			

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

	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> • Senior leaders, together with the newly appointed special educational needs coordinator, demonstrated a strong commitment to students with special educational needs and their families. Good policies and procedures provided teachers with clear expectations regarding modification and support. • Clearly established procedures, including close monitoring of assessment data, led to early identification and appropriate levels of intervention and support. The school respected the opinions of parents and worked together with external agencies to accurately identify and agree effective strategies for the support of students with more complex needs. 	

- A range of appropriate modifications were consistently used to good effect by almost all teachers and support staff. Where appropriate, they used the advice and guidance from external professionals to inform target setting and influence support strategies. Teachers, together with learning support assistants, were responsible and held accountable for the on-going daily support they provided.
- Parents expressed deep levels of appreciation for the quality of support that they and their child experienced in the school. The staff valued prioritising students' personal, social and emotional well-being. They focused on developing students' self-esteem and self-confidence and provided targeted support to enhance academic performance.
- Almost all students with special educational needs made good academic progress against individual targets, but their progress was unsatisfactory in Arabic language lessons.

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The Principal, supported well by the senior leaders, had set a clear vision for the school which was shared by the governing board, staff, students and parents. • Good systems for the delegation of leadership were in place with effective teams established to drive improvement in many aspects of the school's work. • Strengths found in the leadership of English, mathematics and science were not as evident in the leadership of Arabic or Islamic Education. Whilst these leaders were dedicated to playing their part in school improvement, their actions had not brought about improvement in the quality of teaching. • Senior leaders were strong role models for middle leaders, and had established good channels of communication so that all staff had a clear understanding of their roles and responsibilities. • Key leaders had been effective in addressing most recommendations from the last inspection report, and demonstrated a good capacity to improve further in the key subjects of English, mathematics and science. However, although actions had been taken to improve provision in Arabic and Islamic Education, a lack of detailed knowledge of these subjects among the senior leaders limited their capacity to improve these subjects further. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The school made very effective use of internal and external assessments to identify areas for improvement in English, mathematics and science. However, subject and school improvement plans did not link the success of the actions to improving students' attainment and progress. • Most middle leaders made a strong contribution to self-evaluation processes, and to setting the priorities for improvement. However, leaders had an over-inflated view of the quality of teaching because not all subject leaders were skilled enough at evaluating classroom performance. • There was an effective performance management system which required all staff to be reflective on their own performance and set agreed targets for their development. These linked well to the improvement priorities set by the school. • The school had made good progress in addressing the recommendations given at the last inspection. However, actions taken to meet the specific training needs of teaching assistants in the Foundation Stage, and teachers in the Arabic and Islamic Education departments, had not yet led to consistently effective teaching and learning practices. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • The school operated an open door policy that encouraged parents to provide valued feedback and to share in their children's education. • Almost all parents appreciated the levels of communication that were established with staff that contributed to their children being happy in school and facilitated learning at home. • Termly meetings and good quality written reports provided parents with a clear picture of how well their children were progressing and set targets for further improvement. • Good links had been established with a number of external partners to widen and strengthen the curriculum and learning experiences for students but this was currently more effective in the secondary phase than in other phases. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • Representation on the governing board had been further strengthened since the last inspection with a number of newly appointed governors. • The governing board had a good knowledge of the actions being taken by the school to help bring about further improvement. Through regular verbal feedback from staff and parents, they monitored the impact of the actions taken and made further checks through visits to the school and reports provided by the Principal. • A lack of targets within action plans linked to students' attainment and progress limited the governing board's ability to hold the school to account with increased rigour. • The governing board ensured that statutory requirements were met. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The school had effective procedures to make sure the school ran well on a day-to-day basis. Staff understood their roles clearly. Staff and students were well inducted into school routines. • Most teachers were well qualified for their roles. However, this was not fully the case in the teaching of art in the secondary phase or the teaching of Arabic and Islamic Education. • Buildings were well maintained but access to upper floors and other elevated areas limited access for anyone with a physical disability. • Resources were generally acceptable for the teaching of most subjects although they had not always been supplemented well enough to facilitate new initiatives, such as guided reading. 	

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
 Parents*	This year	106	31%
	Last year	84	23%
 Teachers	27		68%
 Students	There were no senior students in the school		

- A minority of parents and a majority of teachers completed their surveys. There were no senior students in the school to complete a student's survey.
- Almost all parents and teachers were satisfied with the quality of education offered at the school.
- Almost all parents were satisfied with their children's progress in English, mathematics and science, as well as their learning skills. They were also satisfied with the teaching in the school, although a significant majority of parents were concerned about their children's progress in Arabic and Islamic Education.
- All parents felt that their children enjoyed school and that they were safe at school and on school buses. Some teachers felt that they were not included in curriculum review or the review of international assessment results.

*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