

INSPECTION REPORT

2022-2023



SUNMARKE SCHOOL L.L.C

UK/IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|--------------------------------|
| | Location | Jumeirah Village Triangle |
| | Opening year of School | 2016 |
| | Website | www.sunmarkedubai.com |
| | Telephone | 97144238900 |
| | Principal | Dr Neil Richard Hopkin |
| | Principal - Date appointed | 8/31/2019 |
| | Language of Instruction | English |
| | Inspection Dates | 30 January to 03 February 2023 |

STUDENTS

| | | |
|--|---------------------------------------|----------------|
| | Gender of students | Boys and girls |
| | Age range | 3 to 18 |
| | Grades or year groups | FS1 to Year 13 |
| | Number of students on roll | 1882 |
| | Number of Emirati students | 15 |
| | Number of students of determination | 268 |
| | Largest nationality group of students | Russian |

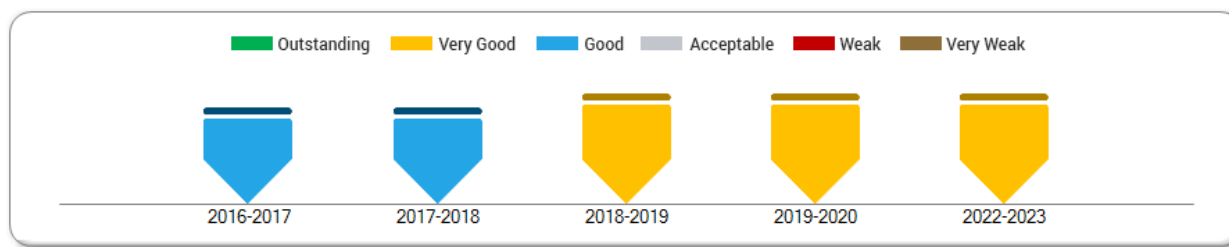
TEACHERS

| | | |
|--|---------------------------------------|-------------------|
| | Number of teachers | 175 |
| | Largest nationality group of teachers | British and Irish |
| | Number of teaching assistants | 56 |
| | Teacher-student ratio | 1:11 |
| | Number of guidance counsellors | 2 |
| | Teacher turnover | 7% |

CURRICULUM

| | | |
|--|---------------------------------|---|
| | Educational Permit/ License | UK/IB |
| | Main Curriculum | UK/IB |
| | External Tests and Examinations | GCSE, IGCSE, A Level, IBDP, IBCP & BTEC |
| | Accreditation | BSO, IBO |

School Journey for SUNMARKE SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- There have been important improvements throughout the school, in all phases and in almost all subjects. Among these is the increased rate of progress in children's learning in Foundation Stage (FS), and the levels of attainment and progress in English, mathematics and science, in all phases. Improvement in Arabic is still variable across phases.
- Students in all phases have a strong sense of social responsibility, particularly in FS and Primary. All students have a very clear knowledge and understanding of Islamic culture and heritage. Relationships among students, and between students and members of staff, are very positive. Behaviour is exemplary. Students show initiative and make wise choices about their own health and safety.

PROVISION FOR LEARNERS

- Teachers have strong subject knowledge. In Arabic lessons, teaching does not provide enough opportunities for students to develop independence. Teachers generally make very effective use of assessment information to modify the curriculum, to plan lessons and to address the learning needs of all students. Increasingly, teachers provide personalised feedback and engage students in assessing their own learning.
- The curriculum in FS and primary is thoughtfully planned to provide students with stimulating and imaginative learning experiences. It is adapted to provide support for students of determination and those with limited proficiency in English. There is undue variation in the quality of learning experiences for abler students. Opportunities for enterprise, innovation and creativity are provided through curricular enrichment and extra-curricular enhancement.
- The school has very high-quality arrangements for health and safety, including child protection. Teachers know their students very well and have built very positive relationships, based on trust and confidence. The school provides personalised advice and guidance about health, career choices and higher education pathways. A particular strength is the wide range of extra-curricular activities for all students.

LEADERSHIP AND MANAGEMENT

- Leaders have made a significant investment in facilities and resources to promote science, technology, engineering, arts and mathematics (STEAM) education in all phases. It has been innovative in its efforts to meet the challenges, both in language and in teaching methodology, that come with the school's student population. A particular strength is the excellent quality of relationships which leaders have built with parents and governors.

The best features of the school:

- Very high levels of teaching, learning, assessment and progress in FS.
- High levels of attainment in all phases in English, mathematics and science.
- Students who have a strong sense of social responsibility, who are acutely aware of Islamic values and who have well developed personal and social skills.
- Very good arrangements for health and safety, including child protection, with an appropriately strong focus on wellbeing.
- Outstanding links with parents.

Key recommendations:

- Improve achievement in Islamic Education and Arabic throughout the school.
- Ensure that all teachers can deliver appropriately differentiated lessons confidently to students who have minimal English language proficiency and little experience of formal learning.
- Continually review the most effective programme for language immersion and inclusive education, in planning for teaching and learning.
- Increase the consistency of high-quality classroom practices.
- Sharpen school improvement planning to include a regular review of the impact of specific actions on students' outcomes.

Overall School Performance

Very good

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|--|---|---|---|
| <p>Islamic Education</p> | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable | Acceptable |
| <p>Arabic as a First Language</p> | Attainment | Not applicable | Acceptable ↑ | Weak ↓ | Acceptable ↑ |
| | Progress | Not applicable | Acceptable | Acceptable | Acceptable |
| <p>Arabic as an Additional Language</p> | Attainment | Not applicable | Acceptable | Acceptable ↑ | Not applicable |
| | Progress | Not applicable | Good ↑ | Acceptable | Not applicable |
| <p>English</p> | Attainment | Very good ↑ | Very good | Very good ↑ | Very good ↑ |
| | Progress | Outstanding ↑ | Very good | Very good | Very good |
| <p>Mathematics</p> | Attainment | Very good ↑ | Very good ↑ | Very good | Very good |
| | Progress | Outstanding ↑ | Very good | Very good | Very good |
| <p>Science</p> | Attainment | Very good | Very good | Very good | Very good ↑ |
| | Progress | ↑ Outstanding | Very good | Very good | Very good |
| | | Foundation Stage | Primary | Secondary | Post-16 |
| Learning skills | | Outstanding | Very good | Very good | Very good |

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

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

3. Teaching and assessment

| | Foundation Stage | Primary | Secondary | Post-16 |
|---------------------------------|------------------|-----------|-----------|-----------|
| Teaching for effective learning | Outstanding | Very good | Very good | Very good |
| Assessment | Outstanding | Very good | Very good | Very good |

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|-------------|-----------|-----------|
| Curriculum design and implementation | Outstanding | Outstanding | Very good | Very good |
| Curriculum adaptation | Outstanding | Very good | Very good | Very 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 | Outstanding | Outstanding | Outstanding | Outstanding |
| Care and support | Outstanding | Very good | Very good | Outstanding |

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

| | Whole school | Emirati cohort |
|---|-------------------------------|-------------------------------|
| Progress in international assessment | is above expectations. | is above expectations. |

- For the whole school, PISA international assessment data show good attainment and very good progression. In TIMSS, students' attainment is very good, and progression is outstanding. Benchmarking results in English show very good progression and, in mathematics and science, outstanding progression.

| | Whole school |
|--|-------------------------------|
| Leadership: data analysis and curricular adaptation | is above expectations. |

- Leaders at all levels support the vision and goals of the National Agenda (NA). Their action plan describes the intervention steps and curriculum adaptation planned to address identified skills and knowledge gaps in relation to international assessments. Leaders scrutinise reports carefully, implement gap analyses and compare students' performance with cognitive ability test (CAT4) predictions. These predicted grades are used as targets in all subjects, and have provided an achievable target for students.

| | Whole school | Emirati cohort |
|---|-------------------------------|----------------------------|
| Improving reading literacy and wider learning skills | is above expectations. | meets expectations. |

- Students have completed four sets of New Group Reading Test (NGRT) tests in 2021 and 2022, with improving outcomes. Reading skills are developed through weekly lessons and targeted interventions to address gaps from NAP assessments. In all phases, teachers are beginning to organise problem-solving activities as well as activities to encourage enquiry and critical thinking.

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

For development:

- Ensure that teachers of key subjects are clear about the requirements of different international benchmark levels and adapt teaching accordingly.
- Analyse NGRT results and review the reading literacy strategy.

Wellbeing

The quality of wellbeing provision and outcomes is at a **high level**.

- Leaders demonstrate a very strong commitment to wellbeing in the school. Its importance is stressed through school policies. They provide very clear guidance about the importance of wellbeing to the health, happiness and success of all. There are particular strengths in wellbeing provision, but also some evidence of some inconsistency and the need for higher expectations. Leaders scrutinise data effectively, and are well placed to promote high-quality wellbeing for everyone in the school community.
- The inclusion leader, her staff, the counsellor and careers officers make up a strong approachable team. They are available to listen to, advise and assist members of the school community with academic, emotional and career support. Older students mentor the younger. New teachers have an allocated mentor to support them as they begin their career. Students take on wellbeing ambassador roles to provide support to others. There is a broad range of activities to support wellbeing.
- The pastoral curriculum is closely linked to the wellbeing programme and underpins all aspects of wellbeing provision throughout the school. Alternative pathways and life-skills programmes, along with modified work experience, provide opportunities for students of determination to gain confidence, to build collaborative skills and to achieve personal success. Students feel safe and valued at school. They understand the link between a balanced diet, regular exercise and good health. There is a very good rapport between students and members of staff.

UAE social studies and moral education

- The moral, social and cultural framework is followed from FS through to Year 13. It is taught to younger children through aspects of 'Positive Education', looking at themes of forgiveness, creativity and honesty, for example. Older classes explore areas including tolerance, traditions and cultures in weekly lessons. Moral education is an integral part of the curriculum and is valued by teachers, students and parents.
- Through effective teaching and stimulating lessons, students increase their understanding of global issues, pollution, respect for diversity and world traditions. Students' progress is tracked carefully using thorough assessment arrangements. Classroom activities, excursions and guest speakers increase students' engagement, improve interaction and enhance the learning outcomes. Cross-curricular links are promoted. Work is related to situations beyond the school.

Main Inspection Report

1. Students' Achievement

Islamic Education




| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable | Acceptable |

- Students' outcomes, in lessons and in recent work, indicate that most attain levels of knowledge and skills that are in line with the curriculum standards. Internal assessment, and Islamic benchmark testing results, also reflect students' acceptable performance levels.
- Most students show adequate understanding of Islamic creed and worship, including congregational prayer in Primary, Umra ruling in Secondary and the basics of Fiqh at Post-16. Memorising of verses from the Holy Qur'an is improving, but ability to link them to life is still developing.
- Some teachers of Islamic Education have recently begun to set higher goals for their students. This practice is not being adopted by all. In classes where teachers' expectations are low, students are not sufficiently engaged in lessons and make limited progress.

For development:

- Enhance students' ability to make meaningful links between Islamic lessons and life beyond the classroom.
- Strengthen students' understanding of the Holy Qur'an and Hadith.
- Ensure that students are active learners by implementing engaging strategies and by raising expectations of what they can do.

Arabic as a First Language

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|--|--|--|
| Attainment | Not applicable | Acceptable  | Weak  | Acceptable  |
| Progress | Not applicable | Acceptable | Acceptable | Acceptable |

- Students' attainment has increased in Primary and Post-16, but has decreased in Secondary due to students' limited exposure to Arabic and the varying use of standard Arabic in lessons.
- Students' listening and reading comprehension skills have improved in Primary as a result of the use of online platforms, digital resources and reading programmes. Their understanding of simple texts has developed, as has their ability to respond to those texts in standard Arabic.

- Students' oral communication skills vary across all phases. Their ability to speak in accurate Arabic is uneven, as is their participation in useful dialogues and meaningful discussions in lessons, especially in Secondary and at Post-16.

For development:

- Improve lesson planning to include measurable and achievable learning objectives that are aligned to the curriculum.
- Develop students' language skills through a variety of stimulating activities.

Arabic as an Additional Language

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|------------|--------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable ↑ | Not applicable |
| Progress | Not applicable | Good ↑ | Acceptable | Not applicable |

- Students' attainment in Secondary has improved, as has progress in Primary. This is as a result of differentiated teaching and learning strategies in Primary that have affected students' progress and their engagement in lessons.
- Reading comprehension and oral communication skills are well developed in Primary. Students confidently understand and respond to a wide range of familiar and extended texts in standard Arabic. They can also hold conversations and dialogues about familiar topics.
- Students' creative writing skills are underdeveloped, particularly in Secondary, due to a lack of practice and teachers' low expectations. Students' writing is limited to short sentences about topics related to their daily lives.

For development:

- Provide opportunities for students to develop all language skills, especially creative and independent writing.
- Ensure that lessons are planned and delivered with differentiated learning objectives that are linked to the relevant curriculum standards.

English

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-----------|-------------|-------------|
| Attainment | Very good ↑ | Very good | Very good ↑ | Very good ↑ |
| Progress | Outstanding ↑ | Very good | Very good | Very good |

- Children in FS are developing strong literacy skills and can apply their understanding of phonics. Students in Primary and Secondary have improved reading skills. Students in Post-16 can apply examination criteria effectively to their essay writing. All are attaining above expected curriculum standards.
- Students in Post-16 have an appreciation of symbolism in different forms and can discuss underlying inferences. Secondary students know the difference between tabloid and broadsheet newspapers and recognise persuasive language. Younger students can use conjunctions when constructing sentences. Independent writing skills are developing.

- The introduction of working walls, reading schemes, English language learner programmes and IGCSE English as a second language, is helping to promote the development of language skills across the school. Specific language classes are also assisting students who have limited English skills.

For development:

- Ensure that opportunities for reading and independent writing are incorporated regularly into English lessons in all phases.

Mathematics

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-------------|-----------|-----------|
| Attainment | Very good ↑ | Very good ↑ | Very good | Very good |
| Progress | Outstanding ↑ | Very good | Very good | Very good |

- High levels of attainment have been maintained despite recent disruption to classes. Progress rates, including those for Emirati students and students of determination, are positive. Early numeracy skills develop well in FS, resulting in children’s high attainment.
- By Year 6, students can form algebraic expressions and use a simple formula to find a value. By Year 11, they draw and interpret histograms accurately and understand probability. By Year 13, they can apply assessment criteria to ensure success in external examinations.
- Most students are able to apply mathematical concepts to concrete situations and can link them to other areas of their learning. In Primary, students sustain improved levels of technical mathematical literacy and demonstrate confidence and competence in computation.

For development:

- Develop and embed problem-solving and reasoning skills in the primary curriculum.
- Extend appropriate teaching practices to increase personalised learning in the secondary phase.

Science

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-----------|-----------|-------------|
| Attainment | Very good | Very good | Very good | Very good ↑ |
| Progress | Outstanding ↑ | Very good | Very good | Very good |

- In examination classes, students have high levels of scientific knowledge and understanding in all three science disciplines. They can apply complex scientific concepts confidently in their answers to examination questions. They use scientific vocabulary accurately.
- Children in FS use their innate curiosity to develop an understanding of the world around them. This is built upon effectively through the STEAM programme in Primary. In Secondary and Post-16, the acquisition of independent investigative problem-solving skills is more constrained.

- Students develop secure conceptual understanding of scientific processes through research and critical-thinking skills. They set themselves high standards and make rapid progress towards meeting them. In lessons, there is undue variability in the progress made by different groups of students.

For development:

- Improve the independent scientific enquiry skills of students in Secondary and Post-16.

Learning Skills

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|-----------|-----------|-----------|
| Learning skills | Outstanding | Very good | Very good | Very good |

- Learning skills are strong in FS where children display independent inquiry, engagement and an understanding of the world around them. These are evident in other phases, but not to the same extent. When students are encouraged to take responsibility and initiative, they do well.
- Students are keen to learn and enjoy collaborative research. Communication skills are evident in discussion and debate. Teachers make links across subjects and students often make meaningful connections. Students are not always fully aware of their own targets. The STEAM initiative supports cross-curricular learning.
- The introduction of specific initiatives, personalised programmes and the recognition of the needs of students who have minimal English language skills, all contribute to enhanced learning. Students are curious and analytical. In science, they use their electronic devices well to understand scientific concepts.

For development:

- Develop independent inquiry skills in Secondary and ensure that all students are aware of their own targets and know how to achieve them.

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

| | Foundation Stage | Primary | Secondary | Post-16 |
|----------------------|------------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |

- Students enjoy coming to school and feel safe and appreciated. They have positive attitudes and willingly take responsibility for their own learning. They are self-reliant and make a significant contribution to the school, including the youngest children in FS. Students organise and direct various school events.
- Relationships are positive and secure based on mutual respect. Behaviour is excellent throughout the school. Students demonstrate high levels of care and support for one another, and especially for students of determination.
- Students are very aware of how to lead a healthy life through healthy eating habits. They participate in regular physical education lessons and benefit from a wide range of sporting activities. They are usually punctual for school and lessons. Attendance rates are good.

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

- In all phases, students develop a deep understanding and appreciation of Islamic values. They are successful in applying core Islamic values in their daily lives, as reflected in their polite and excellent behaviour. They involve themselves fully in Islamic celebrations in the school.
- Students respect and appreciate the UAE heritage and culture. In all phases, including FS, they can give details about the UAE, including its history, food, economy and leaders. They appreciate the diversity of the country and participate in a range of UAE national celebrations.
- Students are proud of their own cultures and show respect for, and appreciation of, other world cultures. Children in FS can talk about Brazil and China. The school has a cultural calendar of diverse school celebrations, which is planned and led by Post-16 students.

| | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|-------------|-----------|-----------|
| Social responsibility and innovation skills | Outstanding | Outstanding | Very good | Very good |

- Students volunteer for many roles and demonstrate care for themselves and for one another. They willingly take on leadership responsibilities and mentor younger colleagues. They engage in charitable causes and contribute positively to the life of the school and the wider community.
- Innovation starts in FS and is promoted throughout the school. Students have an excellent work ethic and are very active in initiating a wide range of entrepreneurial projects. Students have a strong knowledge of sustainability and conservation issues. However, those in Secondary are sometimes careless about litter.
- Projects led by students promote environmental awareness. Students take ownership of the hydroponics scheme, deciding what to grow, monitoring the system, and leading the care and harvest of the produce.

For development:

- Improve students' attendance rates to better than good.
- Ensure that Secondary students show respect and take responsibility for ensuring a litter-free school environment.

3. Teaching and assessment

| | Foundation Stage | Primary | Secondary | Post-16 |
|---------------------------------|------------------|-----------|-----------|-----------|
| Teaching for effective learning | Outstanding ↑ | Very good | Very good | Very good |

- Teachers have strong subject knowledge in all phases. Teaching in FS is particularly vibrant. Lesson planning in English and mathematics facilitates examples of some exciting, engaging classroom teaching. Teachers of Arabic do not yet provide enough opportunities for students to develop independence.
- The strongest teachers make good use of their environment and provide stimulating activities in class. Features of the better lessons include clear lesson objectives outlined as an introduction, skilfull questioning, appropriate pace, high engagement by students and purposeful lesson closures.
- Continuing professional training for teachers is increasing understanding in many areas, both subject specific and more general.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-----------|-----------|-----------|
| Assessment | Outstanding ↑ | Very good | Very good | Very good |

- Internal assessment processes are coherent and provide reliable and comprehensive information. The school benchmarks internal learning outcomes effectively against appropriate external international expectations, resulting in detailed information about students' progress.
- Leaders have accurate progress rates for students through reports which compare students' performance with their cognitive abilities. They have drawn upon best practice in the school to enhance the use of assessment in Islamic Education, as required by the previous inspection report.
- Teachers generally make very effective use of assessment information to modify the curriculum, plan lessons and address the learning needs of all students, particularly in FS. Increasingly, teachers provide personalised feedback and engage students in assessing their own learning.

For development:

- Ensure that all teachers provide stimulating learning activities and that they are competent and confident in teaching students who are in the early stages of acquiring English.
- Decrease the variation in teachers' use of assessment information in lessons.

4. Curriculum

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

- In FS and Primary, the curriculum is thoughtfully planned to provide students with stimulating and imaginative learning experiences. Curricular planning ensures that students build effectively on prior knowledge and understanding as they move through the school. The curriculum meets all national statutory requirements.
- Positive education underpins the whole school curriculum and seamlessly links to UAE values. The curriculum is regularly reviewed and refined to ensure that it supports the academic and personal development of all students. In Islamic Education and Arabic, the curricula do not provide enough opportunities to develop confidence in Arabic.
- The curriculum is carefully developed to meet students' needs and to ensure their progression. A wide range of academic, creative and vocational examination pathways is available in Secondary and Post-16. Meaningful cross-curricular links enable most students to develop a broad range of knowledge and skills.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------------|------------------|-----------|-----------|-----------|
| Curriculum adaptation | Outstanding | Very good | Very good | Very good |

- Curricular adaptation enables students of determination, and those with few English language skills, to make progress. In FS, curricular themes are adapted to the needs, interests and abilities of the children. The quality of learning experiences for more able students, across the school, is variable.
- Imaginative opportunities for enterprise, innovation and creativity are provided through curricular enrichment and extra-curricular enhancement. Dedicated days provide new experiences and challenges for students. In Year 8, students have adapted single-use plastics for a fashion show.
- Across most areas of the curriculum, strong and effective links are made with the culture and values of the UAE. In FS, children's understanding is enhanced through themes skilfully interwoven into play and learning activities.
- In FS1 and FS2, children are taught Arabic for 50 minutes each week.


For development:

- Ensure that the design of the curriculum in Secondary and Post-16 provides an appropriate balance of knowledge and skills for all students.
- Develop the curriculum effectively in Islamic Education and Arabic to promote proficiency in, and the use of, the Arabic language.

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

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

- The school has rigorous procedures for the care, support and welfare of students. Child protection is guided by very clear policies and supported by thorough training. School staff and the medical team are vigilant in monitoring students' wellbeing.
- The premises are maintained to an exceptionally high standard and are accessible to all. Students are supervised effectively and kept safe, both within the school and when using school transport. Comprehensive records are maintained, including regular reviews of evacuation procedures.
- The excellent school facilities ensure that students can learn in a safe, secure and stimulating environment. Risk analysis and assessment are robust. Students' understanding of healthy living is systematically promoted throughout timetabled subjects and an extensive range of extra-curricular activities.

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

- Teachers know their students very well and have built very positive relationships based on trust and confidence. Attendance is monitored, but not sufficiently pursued. There is systematic follow-up of unauthorised absence and lateness.
- The school uses a range of assessments to identify the needs of students of determination. Targets for improvement are accurate with subsequent modifications and support suited to most students, including those accessing alternative pathways of learning.
- There are secure assessment processes to identify and provide extension activities for students with gifts and talents. The school offers a wide range of extra-curricular activities for all students. Highly committed personalised advice and guidance is provided, particularly to older students, about health, career choices and higher education.

For development:

- Ensure that modifications and support are skilfully delivered to maximise progress for all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders of inclusion, including the inclusion governor and champion, share a vision of providing high-quality education for students with increasingly diverse needs. Following self-evaluation, a detailed strategic plan has been produced. However, targets for development are not yet clear enough.
- Established admission processes, from FS onwards, result in the accurate identification of students' needs. A broad range of assessments provides information to create students' profiles and, for some, individual education plans (IEPs). The key barriers to students' learning are not always made as clear as they could be.
- Parents describe the development of an inclusive school ethos as overwhelmingly positive. They are delighted that their children are students in the school. Open communication, care, wellbeing and positive partnerships, are noted by parents.
- Increasingly effective adaptations to the curriculum and support occur, both in class with learning support assistants (LSAs) and in the achievement centre. Reviews take place termly with some involvement of students and their parents. Overall, modifications and support to enable students' access to learning are less developed.
- Termly assessments of academic and pastoral progress take place, including feedback from staff. They provide evidence of mainly very good progress and improved outcomes. Students become resilient as they work through a range of pathways which prepare them for more complex work.

For development:

- Ensure that accurate self-evaluation informs key departmental developments.
- Enhance the training of LSAs, especially those working with students with more complex needs, so that provision matches more closely the educational and pastoral needs of individual students.

6. Leadership and management

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

- The senior leadership team, led by a very effective principal, has a clear vision for the school, which is closely linked the UAE national and Emirate priorities. Leaders promote a strongly inclusive and caring ethos. The quality of middle leadership is not consistently high across all subject areas and phases. Some classroom monitoring does not place sufficient focus on students' learning and development. Leaders have been successful in improving the school and in ensuring that the school is compliant with statutory and regulatory requirements.
- Leaders conduct whole-school self-evaluation, using internal and external assessment data. This, in turn, informs a school improvement plan, which contains strategic and operational actions. Some of these actions, and how they are measured, relate to their impact on students' learning and personal development. School leaders find creative solutions to meet the needs of a changing school population. In doing so, they have had positive effects on students' achievement.
- The school engages parents successfully in its life and work. Views of parents are frequently sought, listened to and valued. Parents are very well represented on the governing board. They are well informed about their children's learning and development. The school's reporting strategies for parents accurately reflect all of their children's achievements in school and areas for improvement. The school has meaningful links to local, national and international communities.
- The governing board includes representation from almost all stakeholders. The board seeks the views of stakeholders regularly and gains in-depth knowledge about the life and work of the school. It holds senior leaders and middle leaders accountable for the quality of the school's performance. It makes significant investment in facilities and resources to help the school to meet the needs of its changing student population. The board has a positive impact on the overall performance of the school.
- The day-to-day management of the school is very well organised. Procedures and routines are effective. The school is appropriately staffed to fulfil its vision and mission. Members of staff are well deployed to promote students' achievements. Professional training has not fully addressed the issues related to the changing student population. The premises are of the highest quality with extensive specialist facilities that are designed well, providing access to all learning areas, including technology facilities. The environment contains a wide range of high-quality resources, matched to the needs of teachers and students.

For development:

- Ensure that all middle leaders are focused on optimising students' achievement.
- Bring greater rigour to school self-evaluation so that, for all subjects in all phases, there is an accurate evaluation of teaching and learning, linked to the impact on students' outcomes.
- Ensure that the actions in the school's improvement planning relate more closely to students' learning and personal development.
- Provide appropriate professional training for all leaders, teachers and LSAs, to meet the challenges of the new school demographic.

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 QA.Schools@khda.gov.ae