

# Inspection Report



## Russian International School

2014-2015



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## School information



### General information

Location	Muhaisnah 4
Type of school	Private
Opening year of school	2006
Website	www.dubairuschool.com
Telephone	04-2641515
Address	Al Muhaisnah 4, Dubai, UAE
Principal	Marina Khalikova
Language of instruction	Russian
Inspection dates	9 <sup>th</sup> - 12 <sup>th</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 11
Number of students on roll	452
Number of children in Pre-K	0
Number of Emirati students	1
Number of students with SEN	22
Largest nationality group of students	Russian



### Teachers / Support staff

Number of teachers	39
Largest nationality group of teachers	Russian
Number of teacher assistants	2
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	10%



### Curriculum

Educational Permit	Russian
Main Curriculum / Other	Russian
Standardised tests / board exams	Russian Unified State Examination
Accreditation	



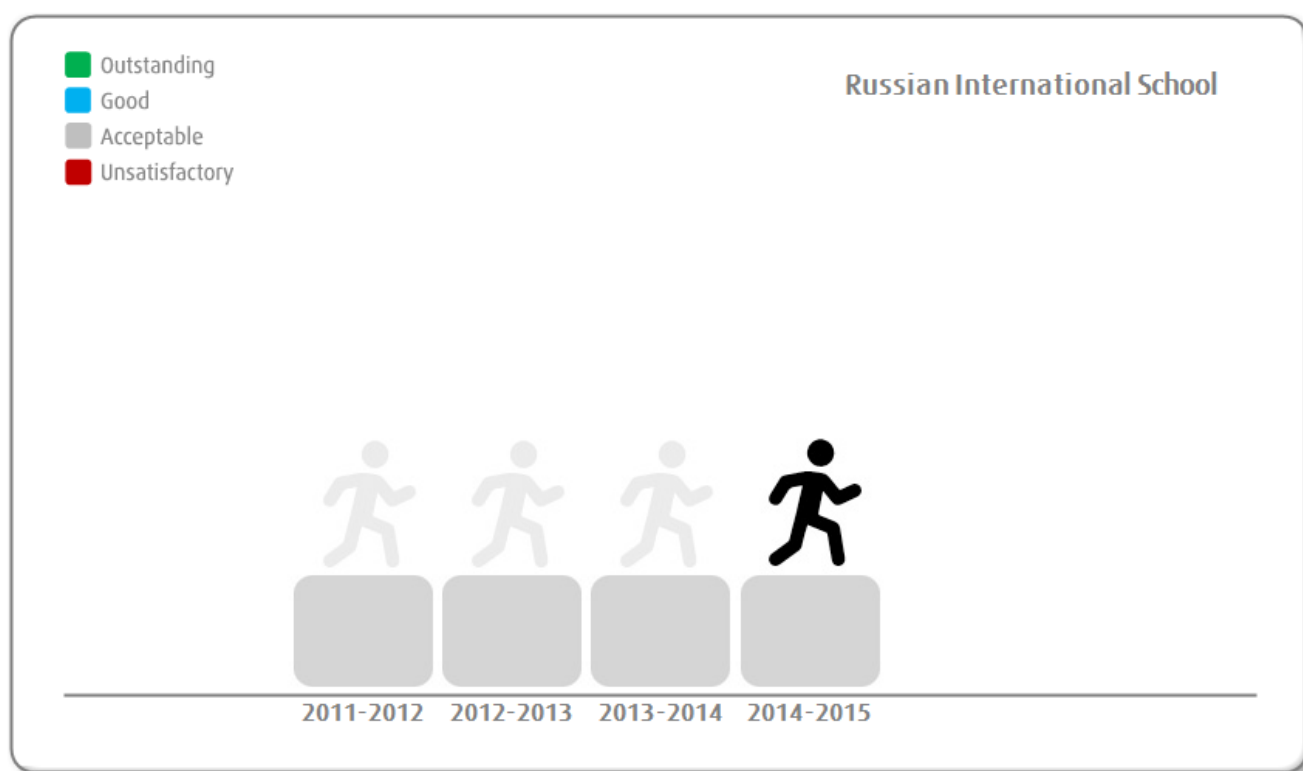




Dear Parents,

Russian International School was inspected by DSIB from 9<sup>th</sup> – 12<sup>th</sup> February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

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



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

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

### Strengths

- Students' progress in Russian language and literature was outstanding. In the primary phase, it was good in Arabic, English and mathematics.
- Students' displayed a responsible attitude to learning and there were good relationships between students and teachers.
- Older students' demonstrated a good understanding of Islamic values and awareness of cultural heritage.

### Areas for improvement

- Improve teaching to engage students in practical, investigative learning, including their use of learning technologies.
- Ensure teachers use assessment information effectively to focus students' awareness on their strengths, weaknesses and the next steps in their learning.
- Develop staff expertise in special educational needs so that students' needs are correctly identified and individual learning support is well matched to their needs.
- Deploy middle leaders more effectively to ensure that their experience and expertise can fully support the development of individual subject areas.

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 Russian International School



### How well does the school perform overall?

Overall, the Russian International School provided an **'Acceptable'** quality of education for its students.

- All students were learners of English as a second language. Attainment and progress were at least good in the language of instruction and mathematics. Better progress in all subjects was made in the primary phase. Across phases, students worked well together and had a good attitude to learning. Most were able to make links in their learning to the real world.
- Students were responsible, well behaved, and followed healthy eating habits. They came to class on time but attendance was an area for improvement. They respected Islamic values and traditions of the United Arab Emirates and the different cultures in the school.
- At the primary phase, teachers used a wide range of approaches and strategies to motivate students. Teaching was less consistent across other phases where students had fewer opportunities for exploration and investigative learning.
- The curriculum was well-planned to provide most students with an interesting and challenging range of learning opportunities. As a result, students achieved good standards in the majority of subjects. New students were helped with additional language support. All students studied a broad range of subjects at Post-16, in line with the Russian curriculum. However, they had limited extra-curricular opportunities to develop skills fully, for example in sport.
- The daily safety of students was a high priority and staff were diligent in their supervision. The caring and inclusive ethos of the school ensured students' personal development was well supported. However, identification of students with special needs was weak resulting in their learning needs not being met appropriately.
- The new Principal promoted a clear vision for the school. Leaders worked closely together to improve the school's provision and had achieved success in important aspects. Further school improvement initiatives were needed such as developing external educational links. Almost all parents who responded to the inspection survey, were satisfied with the school's overall quality of provision. They felt welcomed in the school and could talk about their children's progress with teachers.

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



- The academic progress of students with special educational needs was variable due to the lack of detailed learning targets. Most students made expected progress in their personal development due to the caring environment of the school.
- Students' special educational needs were not identified fully which led to lesson planning not being changed to match their specific needs. Advice from the school's psychologist provided helpful guidance to teachers on ways to help students' learn.
- Learning support in the classroom was well-meaning but not always effective. Teachers did not have the information they required to plan their lessons effectively to suit students' individual academic needs.



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

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable ↑	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable ↑	Not Applicable
	Progress	Not Applicable	Good	Acceptable	Not Applicable
Language of instruction	Attainment	Good	Good	Good	Good
	Progress	Good	Outstanding ↑	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good ↑	Acceptable	Acceptable
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
		KG	Primary	Middle	Secondary
Learning skills		Good ↑	Good ↑	Good ↑	Good ↑

↑ Improved from last inspection

↓ Declined from last inspection



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

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Good ↑	Good ↑
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

## 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Good ↑	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Good ↑	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

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

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



## Overall school judgement

**Acceptable**

## Key strengths


- Students' progress in Russian language and literature was outstanding. In the primary phase it was good in Arabic as an additional language, English and mathematics.
- Students' displayed a responsible attitude to learning and there were good relationships between students and teachers.
- Older students' demonstrated a good understanding of Islamic values and awareness of their cultural heritage.


## Changes since the last inspection

- Additional teaching time had been allocated to Arabic as an additional language. It was now compliant.
- Attainment and progress in Islamic Education had improved to acceptable in the primary phase.
- Professional training had extended teachers knowledge and practice which had resulted in improvements in teaching at the primary phase.
- New subjects had been introduced in to the curriculum, particularly at the primary phase.
- A new Principal had been appointed, as well as new teachers recruited for Islamic Education and Arabic as an additional language and a psychologist appointed.

## Recommendations


- Improve the quality of teaching and learning by ensuring that:
  - effective approaches and resources are used consistently to meet the learning needs of students
  - students are engaged in active, practical investigative learning
  - standards of attainment are accurately evaluated and externally benchmarked
  - assessment is rigorous and correctly identifies students' strengths, weaknesses and how to improve.
- Improve the quality of special educational needs provision by:
  - developing the expertise of the special educational needs team
  - accurately identifying students' special educational needs
  - ensuring individual educational plans set clear targets for progress which are reviewed regularly and updated.
- Improve staffing, facilities and resources by:
  - deploying leaders and teachers effectively to match their area of expertise to roles
  - increasing the use and application of technology for learning
  - implementing plans to develop the facilities, including the canteen and games areas.

 Improved from last inspection

 Declined from last inspection





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

### KG

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
Language of instruction	Good	Good
English	Acceptable	Good 
Mathematics	Good	Good
Science	Acceptable	Acceptable

- Children were able to retell Russian fairy stories in their own words and with actions. They had developed an acceptable understanding of pronunciation and letter formation.
- In English, children had made good progress and were able to respond in full sentences and recognise key words.
- Children were making good progress in numeracy. They were developing mathematical vocabulary, for example, when describing solid shapes. They could count to 20 and make comparisons of shapes and size.
- In science, children could relate their learning to the world around them, although progress was impeded due to the limited skills and knowledge in how to lead their own discovery-based learning.

### Primary


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

- Students knew short Surahs by heart and understood the five Pillars of Islam. Their recitation skills were under-developed. They made acceptable progress in understanding Hadeeths, the childhood of the Prophet, and new prayer supplications.
- Students copied teachers' pronunciation correctly in Arabic, responded using familiar words and phrases, and could read aloud sentences with acceptable fluency. They made good progress in writing phrases, describing pictures clearly, understanding texts, and applying grammar rules in sentences.
- The majority of students attained above curriculum levels in Russian language and literature through challenge, enquiry, research and critical thinking. This was developed particularly in creative writing and analysis in grammar. Students could confidently communicate, write and read. New teaching strategies introduced in primary had impacted positively on students' progress.



- Most students listened carefully to instructions in English and responded to questions with confidence. They were able to write simple sentences with grammatical accuracy. Their reading was fluent and when speaking they could convey their ideas effectively. Progress in speaking was rapid. However, writing was an area for development.
- In mathematics, the majority of students attained above appropriate grade expectations. Older students worked confidently with complex fractions, solved written problems and used facts in geometry. They could apply their skills during their project work, for example, in modeling solar systems. Critical thinking and inquiry skills in younger primary students were less developed. However, their progress was enhanced by the effective use of cross-curricular activities. For example, in the creation of a poetry book with illustrations to represent numbers.
- Students carried out research on science topics in school and at home. They presented their findings confidently to others. Students demonstrated a growing awareness of the importance of healthy foods and were able to make healthy choices. They could recognise major organs in the body.

### Middle

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

- Students knew prayer steps correctly, could recite short Surahs with limited fluency, and had secure knowledge of the 'Revealed Books' and the concept of death in Islam. They made acceptable progress in practicing ablution, understanding elements of the Qur'an, and learning the story of Prophet Musa.
- Students understood Arabic spoken language, responded in phrases, understood paragraphs, and used high frequency words in short sentences. They made acceptable progress in drawing out main ideas from texts, reading the time, and applying grammar rules to words and sentences.
- Students could accurately analyse challenging text in Russian, and had a wide range of spoken and written vocabulary. The majority were above curriculum standards. Students discussed and explained different language forms and features, wrote simple and compound sentences. They understood the structural elements, functions and purpose of language and demonstrated this by the display of poetry and stories written for Russian Journal. Participation in drama performance enhanced their progress.
- In English, by the end of the middle phase, most students had developed a neat, cursive style of handwriting. The quality of written work, however, was limited as there was too much focus on the development of comprehension skills and insufficient opportunities for extended, creative writing which slowed progress in this aspect.
- In mathematics, the majority of students attained above expected levels in algebraic skills, geometry and reasoning. They could apply these skills to complex problems. Students fewer opportunities to develop their skills through open-ended investigations. The use of learning technology to support progress and development was limited.
- Students learned to explain scientific concepts through the use of labelled diagrams and scientific formulae. They made better progress in theoretical science than in practical investigations.

## Secondary

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

- Students knew short Surahs and their meanings adequately. They were aware of the lawful sources of income as well as the social and personal problems related to unlawful practices. They made acceptable progress in learning Islamic definition of gambling, reasons for its prohibition and the negative outcomes.
- Students identified elements of Russian language and literature in poetry and plays such as imagery, metaphor, irony and satire. They could extract key quotes and suggest author purpose. They wrote extended pieces of writing in a variety of genres. Students demonstrated their language skills, for example in their research on the influence of English language on modern Russian language. They made good progress which was enhanced by a wide range of cross-curricular activities, for example, a lecture on Eastern and Russian literature traditions, organised by students.
- In English, the progress of most students in writing was limited. This was due to an over reliance on worksheets, which were not appropriately differentiated to match students' learning needs and lacked challenge for the more able students. However, when given the opportunity, most students read with confidence and could adapt their language to suit the context and audience. For example, using persuasive language when describing an advertising campaign.
- In mathematics, the majority of students demonstrated secure knowledge in advanced algebra and geometry. They could apply this to solve complex problems involving three dimensional figures and vectors. Understanding of advance calculus concepts was less well developed. Students demonstrated confident reasoning skills and were making good progress towards developing their critical thinking and independence.
- In science, students were confident in extracting key information from a text. They demonstrated developed acceptable research skills and were able to present the information succinctly. They had not, however, developed the necessary skills to carry out and use practical scientific experimentation as an accurate method of testing a scientific theory.

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Good ↑	Good ↑	Good ↑	Good ↑
<ul style="list-style-type: none"> <li>Students enjoyed their learning. They took responsibility for accurate note-taking and responded confidently to their teachers questioning. However, not all students were aware of how to improve their work further in class and a few relied on their teachers to direct them.</li> <li>Students collaborated well to complete learning activities. They presented their ideas confidently and were supportive of each other.</li> <li>Students were able to make connections between their learning in different subjects and the world in which they lived.</li> <li>They had developed good research skills. They were able to present their findings concisely in different formats. In mathematics, Arabic as an additional language, Russian language and literature, students had developed the skills to think critically and accurately reflect on their learning.</li> </ul>				

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

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Students showed mature, responsible attitudes and enjoyed learning at school. They were self-reliant and willing to collaborate in classwork and outdoor activities.</li> <li>Students were well behaved and self-disciplined in their interactions with peers. They were courteous towards staff and offered greetings to visitors.</li> <li>Students had excellent relationships with staff, which helped them feel valued and safe at school. Older students showed concern for younger ones and carried out duties around the school.</li> <li>Most students followed healthy eating habits at school and were well aware of the dangers of smoking. They were enthusiastic about physical education lessons and sports activities.</li> <li>Punctuality to classes was good but attendance was an area for improvement.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Acceptable	Good ↑	Good ↑
<ul style="list-style-type: none"> <li>Students, especially in the middle and secondary phases, were well aware of the impact of Islamic values' on life in Dubai such as modesty rules in public. They showed respect towards the Islamic faith and practices in lessons and assemblies.</li> <li>Students enjoyed life in the United Arab Emirates and valued its safety and traditions. Older students were well aware of Emiratis' friendliness and hospitality and knew the role of the desert in the Emirati culture.</li> <li>Students were proud of their heritage and appreciated the diversity of the school. They celebrated other cultures on International Day and explored world cultures in class projects.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Students participated in organising school events and were active as student council members and hall monitors. They communicated their ideas to the student council through the suggestion box.</li> <li>• Students demonstrated a positive work ethic. They took part in charity drives and sport competitions.</li> <li>• Older students participated in a desert clean up and demonstrated an acceptable awareness of environmental issues. However, there were limited initiatives in recycling or conserving energy and water at school.</li> </ul>				

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


	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Acceptable	Good ↑	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Most teachers knew their subjects well. The quality of teaching in the Russian language and mathematics was particularly strong. At the primary phase, teachers demonstrated a good awareness of how student's learn and ensured teaching methods supported their progress.</li> <li>• Teachers planned lessons and grouped students for different activities. Resources and support were not always well matched to the needs of individuals and groups, and plans did not evaluate how well students had learned.</li> <li>• Across phases, teachers had positive interactions with students. Where student and teacher interactions were most effective, students were encouraged to question, take responsibilities and lead learning.</li> <li>• Improvements in the quality of teaching were most notable in the primary phase where teachers used a wide range of approaches and strategies to motivate students. This was less consistent teaching across other phases where there was more limited opportunities for exploration and investigative learning.</li> <li>• Students were given opportunities to develop independence in research skills in homework activities. Critical thinking and enquiry skills were developed in most lessons but students had limited opportunities to initiate learning and develop their skills as independent learners in class.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• A range of summative assessment techniques was in place across the school to verify attainment and progress. For example, written work, oral presentations, project work, and ongoing assessment during lessons. Ongoing, formative assessment was not used. The quality of assessment in Arabic as an additional language and Islamic Education lacked rigour.</li> <li>• All students sat the school examination which was based on the Russian State Federal standards. The curriculum was aligned to these standards. The school had no international or national examinations and no comparative data were used for benchmarking.</li> </ul>				



- Assessment data linked to the school's curricula was available. Assessment criteria was used by teachers but not consistently used to track student progress. Assessment results were communicated to the students and parents. A new electronic system had been developed to improve the analysis of data, but this was at an early stage.
- Results of all assessments were recorded, scrutinised and analysed by the school but the use of this data to improve students' learning outcomes was inconsistent across subjects and phases and did not meet the learning needs of all students.
- Teachers had reasonable knowledge of students' progress and attainment. In general, students received quality verbal feedback to allow them to improve their learning. However, there was no evidence of quality written feedback, targets or any written guidance on how students could improve their performance. Students were involved in self and peer assessment but this was inconsistent across subjects and phases.

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

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Good 	Acceptable	Acceptable

- The school day had been extended and the curriculum was enriched and well-planned to provide students of all ages and abilities with an interesting and challenging range of learning opportunities.
- The curriculum was structured to provide a sufficient range of subjects. New subjects, such as English literature and world religion were introduced to senior phases to provide wider opportunities for students. Attention was paid to transition between phases to ensure continuity.
- In the primary phase, a range of new aspects had been introduced to extend students' interest and experience. These included, special learners, creative curriculum and primary ethics.
- The curriculum was enhanced through an appropriate range of activities that included various projects, trips, conferences, drama performances and theme weeks and days such as literature week and International day. The school offered some after-school activities and local visits, for example karate and dance and visits to Mosques and sporting activities, that broadened students' experiences. However, this area needed further development.
- The curriculum was reviewed on a regular basis to meet the needs of its students. For example, arrangements to support the language development of new students in the school.

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum met the needs of most students. For instance, classes were organised into ability groups. This ensured that additional support was available for students who were learning additional languages for the first time, including Arabic and English.
- The curricular provision for students was broad, including post-16 provision where students had to study the full range of subjects. At the end of the course, they sat examinations in their choice of subjects to meet their aspirations, aptitude or interest.
- The school included parents and students in the choice of extra-curricular options to be offered. However, there were too few regular links established with the community to enhance and encourage students' development, for example, in sport.

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

	KG	Primary	Middle	Secondary
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• Child protection procedures were clear and shared with staff, parents and students. Systems were in place to ensure students were kept safe when using the internet and other forms of new technology.</li> <li>• There was good supervision by staff and older students throughout the day. The efficient arrangements for school transport, including staff escorting the youngest children to their minibus after school, ensured a swift and safe departure from the school premises.</li> <li>• Leaders made regular checks and immediately implemented changes to ensure a continued and safe learning environment. Medical staff carried out regular health checks and contacted the parents as necessary. They maintained updated records and stored all medicines securely.</li> <li>• The school building was well maintained, clean and hygienic. The premises provided a suitable learning environment for all students in the school.</li> <li>• School staff worked together to promote healthy lifestyle choices through the curriculum, including the school canteen. However, as a dining facility the canteen was too small to accommodate all students.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Relationships between staff and students were respectful and purposeful. Almost all students were well behaved.</li> <li>• The school had efficient systems in place to record attendance and punctuality. Students' positive work ethic promoted punctuality to school and lessons.</li> <li>• The school was inclusive. However, the systems that had been developed to identify students with special needs were not robust. There was an over-reliance on internal summative assessments to identify needs and insufficient reference to the guidance from specialist testing or special educational needs professionals.</li> <li>• The pastoral care system in the school ensured that students with special educational needs received the personal support they needed to make progress.</li> <li>• The caring, supportive ethos of the school and its staff ensured students were well cared for and had most of their personal development needs met. There were helpful links established with universities, and senior leaders offered careers advice to older students to support their future educational progress.</li> </ul>				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>The special educational needs team lacked the necessary experience and expertise. However, the recruitment of an educational psychologist had improved the support offered within the school.</li> <li>The identification procedures implemented by the special educational needs team were too focused on a narrow range of criteria and led to an inaccurate list of students learning needs. This prevented the necessary learning support being given to students.</li> <li>The caring ethos within the school ensured that all groups of students received support which enhanced their wellbeing and personal development. However, modifications in the classroom by teachers were inconsistent due to the lack of detailed information on the specific learning needs of students. Teacher planning did not sufficiently differentiate lessons to target the required support for students.</li> <li>Parents were given the opportunity to meet with class teachers on a regular basis to discuss the progress of their children. The parents of selected students were also given the opportunity for their children to be supported by the school's psychologist.</li> <li>The lack of detailed learning targets in students' individualised learning programmes, as well as insufficient modifications to lessons, slowed the rate of progress made. This led to an inconsistent quality of outcome for students across subjects and phases.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>The new Principal promoted a clear vision for school. Leaders demonstrated a firm commitment to continuous improvement for the school. Further initiatives were needed to provide strong direction and develop external educational links.</li> <li>Middle managers shared the school values and most had helped to take forward improvements in their subject areas. Variable leadership capacity and knowledge had led to uneven quality and success in improvement.</li> <li>The wider leadership team had effective professional relationships. Communications between departments had improved to support cross-curricular links.</li> <li>The Principal and deputy demonstrated the capacity to listen to views and the determination to act on the identified areas for improvement.</li> <li>Senior leaders had ensured success in improving some important aspects, including improving progress in Islamic Education, English and Russian in some phases.</li> </ul>	




	<b>Overall</b>
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school's view of its own performance was broadly accurate and priorities for improvement were clearly identified through the systematic process of self-evaluation.</li> <li>• Senior managers monitored the quality of teaching and identified appropriate professional development needs which linked to school improvement priorities. Monitoring did not always accurately identify weaknesses in teachers' knowledge and skills.</li> <li>• The views of staff, parents and students were carefully considered when improvement plans were being made. Action plans identified clear priorities and goals for achievement. Assessment data was not always used rigorously enough to link plans with students' progress.</li> <li>• The school had been successful in achieving most of the recommendations from the previous inspection report.</li> </ul>	
	<b>Overall</b>
<b>Parents and the community</b>	Acceptable
<ul style="list-style-type: none"> <li>• Parents were kept well informed of their children's education and had effective links with teachers. Their views were sought and listened to on areas in which the school could improve. Regular consultation meetings allowed parents to share in supporting their children's progress.</li> <li>• The school communicated well with parents in a range of ways, including helpful electronic messaging for parents in Kindergarten. The school had developed a new web-based system for parents to access information easily about day-to-day aspects of their children's work. This was at an early stage of use. Parents noted the school welcomed them and they could meet staff readily to discuss any concerns they had about their children's progress.</li> <li>• Parents received regular reports on their children's progress. Reporting provided helpful information about students' levels of attainment.</li> <li>• Students had benefited from increased community links. For example, they were improving their understanding of the Islamic faith and the United Arab Emirate heritage and culture. There were limited opportunities for staff to make links with other schools to share good practice and information.</li> </ul>	
	<b>Overall</b>
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• Parents and representatives from the local Russian community, teachers and students were represented on the Governing Board. Parental views were sought and acted upon. Governors maintained links with the local community, business and consular representatives to promote and support the school. The range of stakeholders on the Board ensured a broad picture of school provision.</li> <li>• Governors took a close interest in the performance of the school and shared in development improvement discussions and decisions. The Governing Board had regular meetings with senior managers to review student progress, developments and improvements.</li> <li>• Through regular governor meetings, the school shared quality assurance processes and reports on performance. Governors were fully aware of the inspection process and were active in supporting the school in identifying priorities to take forward and in providing resources for the school. For example, updating library resources.</li> </ul>	



	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• The school ran very smoothly on a day-to-day basis. Lesson organisation and timetabling allowed effective use of time for students' learning, including the after-school support offered for homework studies.</li> <li>• Levels of staffing were appropriate to the numbers of students in the school. However, classroom assistants were not always used effectively to support students' learning in the Kindergarten and the primary phase. The recruitment of new teachers had a positive impact, for example in Islamic Education and Arabic teaching. The additional support provided to students by the psychologist was a positive element of the special educational needs provision.</li> <li>• The school premises were well maintained and clean. Attractive displays of students' work enhanced the corridors. Dining facilities were insufficient to cater for the number of students on the roll. This in turn restricted the use of other areas for learning. Although, nearby park areas were used to extend physical activities, the limited space for outdoor games hindered the development and participation of students in some activities, such as team games.</li> <li>• Resources for learning technology had been increased but were not sufficient for use by students in all lessons. The new science laboratory offered improved facilities for practical work but was not fully used across all science disciplines.</li> </ul>	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	93	22%
	<b>Last year</b>	99	28%
 <b>Teachers</b>	38		90%
 <b>Students</b>	62		98%

- A minority of parents, most teachers and students responded to the inspection survey.
- Almost all parents who responded were satisfied with the school's overall quality of provision for their children. They were particularly positive about attainment and progress in mathematics but less positive about Islamic Education and Arabic.
- Parents indicated how well their children were developing their learning skills, social and cultural values. Almost all parents considered that teachers were supportive and that homework was appropriate.
- Parents were very positive about arrangements for health and safety in the school but some were unsure about arrangements for safety on buses and how well the school dealt with bullying.
- Most parents felt the curriculum was appropriate, about a quarter were not satisfied with the range of extra-curricular activities offered.
- Most parents agreed that that they were listened to and that they received helpful reports on their children's progress.
- Teachers were positive about most aspects of the school's provision. About a third did not feel they had sufficient time for lesson preparation.
- Students who responded were positive about their school experience overall. About a quarter were less positive about how the school dealt with bullying.

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

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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