



## 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 skills?.....	12
How good is the students' personal and social development? .....	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students? .....	17
How well does the school provide for students with special educational needs?.....	18
How good are the leadership and management of the school? .....	18
What are the views of the Principal, parents and teachers? .....	21
What happens next?.....	22
How to contact us.....	22

## School information



### General information

Location	Mirdif
Type of school	Private
Opening year of school	2008
Website	www.starintl.mirdif.com
Telephone	04-2884644
Address	PO Box 51008, 24B Street, Mirdif
Principal	Debbie Trivett
Language of instruction	English
Inspection dates	26 <sup>th</sup> - 28 <sup>th</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	3-11
Grades or year groups	Foundation Stage 1 - Year 6
Number of students on roll	455
Number of children in FS1	92
Number of Emirati students	44
Number of students with SEN	28
Largest nationality group of students	Egyptian



### Teachers / Support staff

Number of teachers	31
Largest nationality group of teachers	British
Number of teacher assistants	25
Teacher-student ratio	1:25
Number of guidance counsellors	0
Teacher turnover	88%



### Curriculum

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

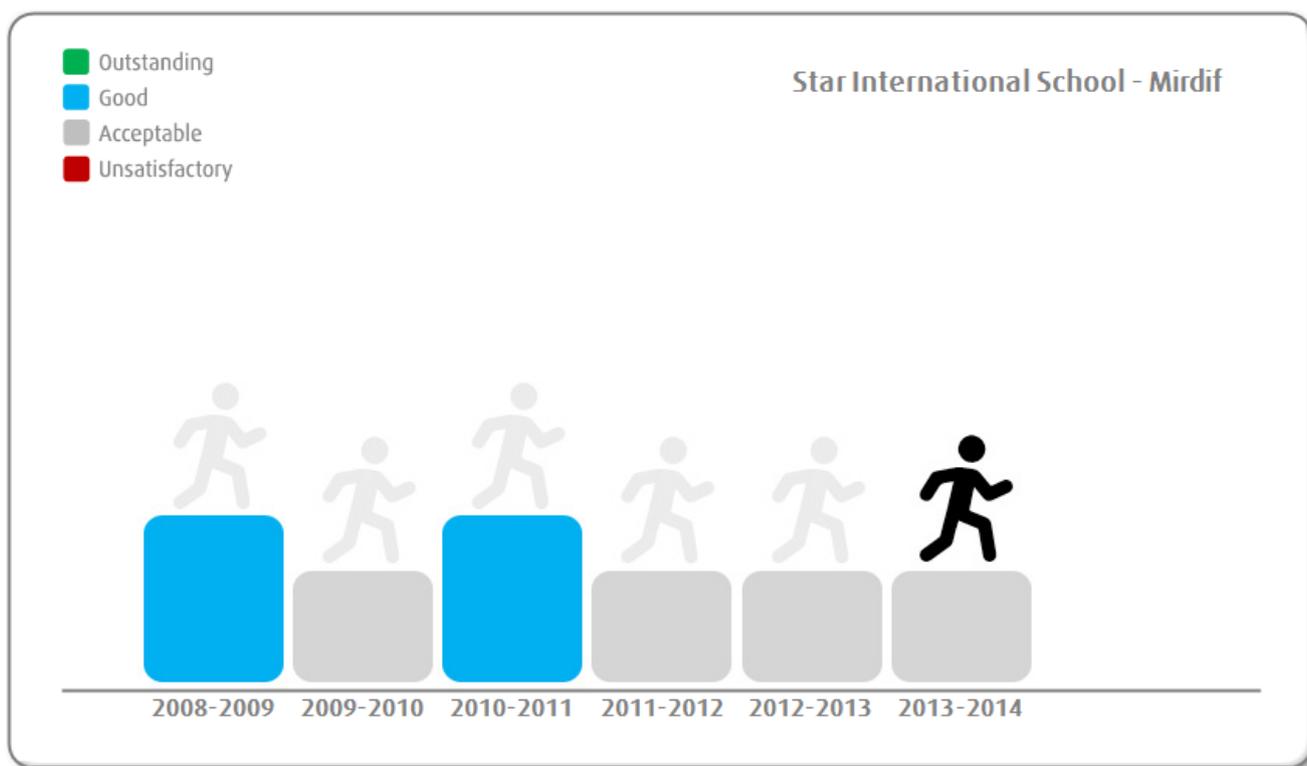




Dear Parents,

Star International School - Mirdif was inspected by DSIB from 26<sup>th</sup> - 28<sup>th</sup> January 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

- Good teaching, assessment and curriculum contributed to good attainment, progress and development of learning skills of the children in the Foundation Stage.
- Students demonstrated good behaviour and attitudes to learning throughout the school.
- Students in the primary phase showed a good understanding of Islamic Values, Emirati and world cultures.

### Areas for improvement

- Improve the quality of teaching to improve students' attainment and progress in all subjects in the primary phase, particularly in Arabic as an additional language.
- Improve the ability of all staff to evaluate each student's English language capability and use the results to guide their lesson planning and lesson delivery.
- Modify the curriculum to ensure it meets the needs of the increasingly diverse student population.
- Governors must act immediately to reduce parent dissatisfaction and the unacceptably high level of teacher turnover.

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 encourage 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 - Mirdif



### How well does the school perform overall?

Overall, Star International School – Mirdif provided an ‘Acceptable’ quality of education for its students.

- Students’ progress was acceptable across all subjects and phases. Although attainment in the Foundation Stage was good, in the primary phase their attainment was mostly acceptable. Students’ attainment in Arabic as an additional language was unsatisfactory. Children in the Foundation Stage were developing the skills to find things out for themselves. Students in the primary phase had fewer opportunities to be independent thinkers.
- Across the school students behaved well. Students of all ages understood how to keep themselves healthy. Older students’ attendance was relatively poor. Primary students’ awareness of different cultures was well supported by their experiences within this diverse school community. Students were involved in charitable activities and took responsibility for tasks around the school but this was mostly staff directed.
- Through creative, active lessons, teachers in the Foundation Stage motivated children to be enthusiastic and confident learners. In the primary phase there was a lack of consistently good or better teaching due to the very high turnover of staff. The school had acceptable systems to check on how well students were learning. Teachers understood what levels of attainment students were expected to reach for their age but did not consistently use this information when planning lessons.
- The curriculum was less effective in the primary phase than it was in the Foundation Stage. The curriculum had been reviewed. However, the learning needs of the student population had changed since the review and this had not been recognised. Few teachers in the primary phase had the training or expertise to adjust lessons effectively for students for whom English was an additional language.
- Child protection procedures were not consistently well-understood across the school. Improvements to health and safety arrangements included better traffic management at the start and end of the school day. Students with special educational needs were well cared for. Other groups of students needed more consistent help to overcome barriers to learning.
- The school did not have a vision for improvement which was shared by staff, parents and the governing board. There was a lack of effective team work between the Principal, staff and the governing board. Leaders had not been able to provide the school with a stable teaching staff and the capacity to improve the school was inhibited. The school had a realistic view of its strengths but it was not successful at correcting the areas of weakness. The governing board had failed to address parental and staff concerns or to take action to remove the barrier to school improvement caused by high staff turnover.

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



- Students with special educational needs made acceptable progress in their academic learning. They generally made good progress in their personal and social development because staff took good account of individual educational plans.
- Most teachers planned effectively to help children with special needs meet the aims of the lesson. A few students would have benefited from further changes to the curriculum.
- The school had an inclusive ethos. The special educational needs co-ordinator was appropriately qualified. She advised and guided staff and support was generally well-planned. Teachers included students with special educational needs well in their lessons and learning support assistants provided valuable help and support to their students.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

## 3. How good are teaching and assessment?

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

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

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

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

	Foundation Stage	Primary
Health and safety	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable

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

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



## Overall school judgement

**Acceptable**

## Key strengths

- There was good provision and outcomes for children in the Foundation Stage.
- Students' behaviour and attitudes to learning were good throughout the school.
- Students in the primary phase had a well-developed understanding of Islamic values, Emirati and world cultures.

## Changes since the last inspection

- The quality of the curriculum had declined to acceptable in the primary phase.
- The effectiveness of leadership and governance had declined to unsatisfactory.
- The management of staffing, facilities and resources was less effective than at the last inspection. Most notable was the high staff turnover.

## Recommendations

- Develop the capacity of senior leaders to ensure that they carry out effective monitoring to improve the quality of teaching, increase the rate of student progress in the primary phase and raise attainment, particularly in Arabic as a second language.
- Improve the ability of staff to assess students' proficiency in the English language and their effectiveness in modifying lessons to take full account of students' ages, ability, and length of time spent learning English.
- Review and modify the curriculum to fully take into account the changing student population.
- The governing board should act immediately to address staff and parent dissatisfaction and reduce the unacceptable level of staff turnover.

 Improved from last inspection

 Declined from last inspection

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

### Foundation Stage

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

- The majority of children for whom English was an additional language, demonstrated good listening skills, understood instructions and communicated confidently and independently. By the end of the Foundation Stage, children were familiar with phonics and had developed secure letter and word recognition skills.
- In mathematics, a strong focus on the individual needs of children resulted in good progress in counting and in the correct use of vocabulary when adding and subtracting. Children described shapes accurately and used mathematical terms such as solid and flat when working with physical resources during a lesson.
- In science, the majority of children achieved above age-related expectations and made good progress when involved in activity based learning. Children were using different sized objects to drop in the sand to simulate how craters were made on the moon by asteroids. As a result, children extended their thinking skills and scientific awareness.

### Primary

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

- In Islamic Education progress had been made in students' ability to participate in Qur'an recitation and memorisation, although their understanding was weak. Students had adequate knowledge of key facts about The Prophet's Seerah. Progress in developing students' understanding of the links between learning the values and principles of Islam and the application thereof to their daily lives was limited. Non-Arab Muslims were making slower progress in understanding the targeted concepts than their Arab peers.
- In Arabic as a first language, comprehension skills were in line with expectations. Students were able to identify familiar vocabulary in sentences and read sentences aloud correctly but were struggling with unknown words in unusual sentences. Students' speaking was mainly composed of short direct responses. Many students relied heavily on colloquial Arabic and sometimes reverted to English. Attainment and progress in extended writing was very limited and below expectations for a significant proportion of students.

- Attainment in Arabic as a second language was unsatisfactory. Students across all year groups had limited exposure to Arabic and their listening skill were weak. Students were able to answer simple questions. Speaking was limited to short and direct conversation. On many occasions in lessons, students reverted to speaking English, especially when working with their peers. Reading skills were below expectations and were limited to the reading of familiar pre-learnt letters, words and simple phrases.
- In English, most students demonstrated acceptable levels of fluency and participated in a variety of conversations initiated by the teacher. Students were not provided with sufficient opportunities to practice reading new material and they lacked the confidence to read. Students' writing tended to be a transcription exercise rather than an expressive experience. Grammatical inaccuracies were evident and spelling was inconsistently monitored by teachers.
- In mathematics most students in Year 1, particularly the most able, built well on the knowledge and skills acquired in the Foundation Stage. Students used calculation skills and the knowledge of place value to move from addition and good mental subtraction with single digits to being able to carry out mental calculation with two digit numbers. Progress through the primary phase was uneven. By Year 6 students were able to use a range of basic skills. They could recognise pattern in number, name with accuracy the properties of 3D shapes and use a grid to plot the reflection of shapes. However, work in students' books and in lessons indicated gaps in knowledge and this limited how well they could tackle new tasks and slowed progress.
- In science, Year 1 students named parts of the body and of plants. Year 5 students were beginning to understand what constituted a controlled experiment. They were using specific scientific language with understanding; most could successfully use the terms soluble and solvent. Improvements had been made to ensure more investigative opportunities. However, this was not leading to better progress since students had too few opportunities to investigate independently. When students were given such opportunities teachers tightly directed their learning and critical thinking was not developed.

	Foundation Stage	Primary
Learning skills	Good	Acceptable

- Across the school, almost all students were keen to learn. In the best lessons, particularly in the Foundation Stage, students enjoyed learning in stimulating ways that engaged and motivated them. In the primary phase, older students were aware of their strengths and what they needed to do to improve.
- Across the school, most students worked well together. Younger students eagerly shared their learning with others; older students collaborated well.
- Children in the Foundation Stage were learning about the world around them. They progressively developed their ability to think for themselves through their regular engagement in investigative tasks. This was not as strong in the primary phase where students sometimes struggled to use what they already knew and understood to undertake new tasks.
- Overall, across the primary phase, most students did not adequately develop their critical thinking and enquiry skills. Although they used computers creatively in the ICT suite, their use of technology to support their learning while in class was not a prominent feature.

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

	Foundation Stage	Primary
Personal responsibility	Good	Good

- Most students demonstrated respect for each other and adults. They took their responsibilities seriously. They helped others develop their own learning.
- Across the school almost all students behaved well. They respected others and the school property. Those with particular responsibilities conscientiously carried out their duties.
- Most students got on well with one another and almost all were respectful and mindful of their teachers and other school staff. They played well together at breaks and lunchtimes; older students were careful of their younger peers.
- Students of all ages understood well the importance of a healthy lifestyle. Many of the activities they identified and took part in, such as choirs and other clubs, were about personal development and well-being as much as physical fitness.
- Student attendance was acceptable. Although attendance had improved overall, it was lower among older students.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good

- Students in the primary phase demonstrated a good understanding and appreciation of Islamic values. They understood different Islamic rituals such as the Friday prayer, Hajj and Ramadan. In the Foundation Stage, the evidence was not as strong. Children were beginning to develop an understanding of Islamic values and their relevance to everyday life.
- Primary students' understanding of the UAE culture and history was good. They could easily identify the names of the UAE rulers. They explained accurately, historical features such as trading and pearl diving.
- The awareness of different cultures was supported well by the culturally diverse school community. In the Foundation Stage despite attempts to enhance children's knowledge through interesting activities and projects, understanding remained acceptable.

	Foundation Stage	Primary
Community and environmental responsibility	Acceptable	Acceptable

- Students had few opportunities to be proactive or have opinions on issues related to their own learning. As members of the school and eco-councils they gave their opinions but this had not led to any significant changes in school provision.
- Students carried out some activities within school, such as being play leaders, but most activities were directed by adults rather than instigated by students themselves.

- The school was litter free but generally students' environmental awareness was not well developed. The eco school committee had made a promising start. Anticipated improvements in environmental awareness and work were not yet apparent.

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

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable

- Almost all teachers in the Foundation Stage demonstrated good subject knowledge, understood the children's specific needs and were consistent in delivering relevant and meaningful lessons. In the primary phase teacher's subject knowledge was generally secure. However, teachers' lacked knowledge of how different groups of students learn. Teaching of English second language learners lacked focus and cohesion.
- Most lessons in the primary phase were effectively planned and engaged students' interests. A minority of teachers had not taken into account the prior learning of students. This contributed to slower progress in some lessons. Foundations Stage teachers had high expectations. This was matched by good progress in English, mathematics and science.
- Teacher-student interactions were positive. Classroom management styles reflected a purposeful and consistent approach to teaching and learning. The skilful use of well-chosen questions to engage and challenge students was a feature of good teaching in some primary lessons; it was not consistently evident across the phase.
- The high turnover of teaching staff had impacted negatively on student progress. Active participation through practical activities was an increasingly evident feature of lessons. However activities were not always planned well enough to involve all students; too many students spent time as passive learners.
- Students in the primary phase had few opportunities to investigate or research new material. Technology to promote high quality critical thinking was not regularly used as a teaching strategy.
- The quality of teaching Arabic as a first language relied too heavily on a narrow range of strategies. Teachers had low expectations of students. They provided few opportunities for them to work without constant support and guidance.

	Foundation Stage	Primary
Assessment	Good	Acceptable

- Assessment practices were linked closely to the schools' curriculum standards. Most teachers had an accurate knowledge of the standards and were able to accurately measure attainment against these. In the Foundation Stage and upper primary classes questioning skills required students to think deeply before giving answers. This provided the teacher with an accurate view of what students understood.
- The school had not yet been part of any international assessments against which to compare their student outcomes.
- The school systems tracked student progress over time. In the primary phase, the information had been used to stream students according to ability. Due to frequent changes of staff, this use of assessment information was having limited impact on student outcomes.

- Where teaching was good, teachers used assessment information well when planning to meet the needs of all students, but this was not consistent. For example, assessment of students' English language ability was mostly unsatisfactory.
- Teachers' knowledge of individual students' strengths and weaknesses was developing in the primary phase. However in too many classes teachers were new to the school and they did not have the required depth of knowledge of gaps in students learning. In the Foundation Stage high quality questioning and observation enabled skilful teachers to quickly identify children's future learning needs.

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

	Foundation Stage	Primary
<b>Curriculum quality</b>	Good	Acceptable 
<ul style="list-style-type: none"> <li>• The curriculum was broad and balanced and followed the requirements of the UK curriculum.</li> <li>• In the primary phase planning did not sufficiently build on the student's previous knowledge. In some cases learning was repeated. Children in the Foundation Stage were well aware of the conditions needed to make plants grow. However this was repeated in Year 1 and students' thinking was not extended.</li> <li>• The curriculum enrichments offered sometimes provided challenge. However, students had insufficient opportunity to use their real life experiences to develop independent learning or critical thinking skills. A new emphasis on practical activities in the primary phase helped to ensure that the science curriculum was well embedded.</li> <li>• Cross-curricular links were planned for through termly topics that included visits to places of interest and visitors to the school. However, planning was not broad or consistent enough to ensure that these links in learning were apparent in subsequent tasks or that learning was enhanced.</li> <li>• The curriculum was revised in 2013. However, since then the demographics of the school population had changed and this was not taken sufficiently into account when planning for the diverse needs of the current students.</li> <li>• The curriculum for Arabic as a first language was broadly acceptable. The main focus was on developing basic skills in reading and in forming script. Reading for comprehension and using writing to express students' own ideas were not well developed.</li> </ul>		

	Foundation Stage	Primary
<b>Curriculum design to meet the individual needs of students</b>	Good	Acceptable
<ul style="list-style-type: none"> <li>• In the Foundation Stage, investigation through play remained a strength and positively impacted on learning. The school had made some attempts to modify the curriculum in the primary phase to suit the differing needs of the students. However, there was not enough understanding of the needs of students who were new English language learners. Modification for pupils with special educational needs and for higher achieving pupils was not sufficient. As a consequence, the curriculum did not support their learning as well as it could.</li> <li>• Students did not have curricular options. However, students were given the opportunity to engage in different 'theme weeks'. Learning technologies were not routinely used to engage students in their lessons.</li> </ul>		

- Students had the opportunity to take part in a range of extra-curricular activities; for example they were seen embroidering placemats. The school council was regularly involved in fund raising activities for charities.
- The school offered an additional 80 minutes per week, in separate lessons, for the 56 Arab children in Foundation Stage. The programme targeted the developing of basic sound and letter recognition and simple vocabulary.

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

	Foundation Stage	Primary
Health and safety	Acceptable	Acceptable

- Students reported that they had confidence in their teachers to resolve any issues of bullying that may arise. In the primary phase students knew about internet safety and the need to keep personal details private. Younger pupils were not as knowledgeable. Staff awareness of child protection was inconsistent.
- There were efficient and effective systems in place to ensure that school transport was safe and included female conductors. New markings to indicate where pedestrians could cross, traffic calming measures, extra staff and a reduced traffic flow had satisfactorily resolved the issues raised at the last inspection.
- The school adhered to Dubai's mandatory health-care regulations. Records were systematic and securely kept.
- Procedures and processes were consistently monitored, evaluated and reviewed. Fire evacuation plans were visible around the school and appropriate risk assessments were in place. The school was well maintained, clean and ramps were in place for disabled access.
- Students were given good advice about healthy eating. Healthy choices were available in the school. Leaflets were provided to students with information about healthy choices. Rewards were given for appropriate choices and as a result, students snack boxes generally contained healthy food.

	Foundation Stage	Primary
Quality of support	Acceptable	Acceptable

- Relationships between staff and students were positive. Student behaviour was generally managed well. Teachers and support staff often exhibited a sensitive but firm approach that secured students' co-operation.
- The school promoted students' understanding of the importance of good attendance through a range of rewards and competitions. However, this had not yet been successful in raising attendance beyond acceptable. Lateness to class had effectively been addressed.
- The school had an inclusive admissions policy. They enrolled students with a wide range of special educational needs; this inclusive ethos was highly valued by parents. The school had effective arrangements to identify students with special educational needs, including diagnostic tests, teachers' observations, liaison with parents, and external experts.
- The school supported students with special educational needs to make steady progress towards meeting the targets in their individual educational plans.
- Teaching approaches did not fully support all students, including English language learners, to make consistent progress in learning across key subjects. Students were not provided with effective advice regarding transition arrangements when leaving the school.

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The school's policy of inclusion was a strength of the school. Students were welcomed into the school whatever their learning need or disability. The school's special educational needs co-ordinator had provided training to teachers, and advised staff and parents on effective ways to support students with special educational needs. She had involved a wider range of external experts to help identify students' needs, and had promoted more regular tracking of students' progress.</li> <li>Arrangements to identify students' special educational needs were effective. The school continued to use diagnostic tests and baseline assessments to determine students' starting points. Teachers and parents called on a wider range of external advice and guidance if necessary.</li> <li>Teachers included students with special educational needs well in their lessons. Most planned effectively to help them meet the aims of the lesson. Learning support assistants provided valuable help and support to their students. A few students would have benefited from further modification to their curriculum to support more consistent progress in the key subjects.</li> <li>Parents of students with special educational needs greatly appreciated the inclusive ethos of the school. Parents were included from the earliest possible stage of identification. The school listened to the experience of parents in respect of their child, and took appropriate account of their views and opinions in framing Individual Educational Programmes.</li> <li>The school kept parents well-informed about their child's academic progress and the progress made towards meeting personal targets.</li> <li>Almost all students were well-motivated and keen to learn and develop their skills. Almost all were developing persistence and resilience. Across the key subjects, most students with special educational needs made acceptable progress. Progress towards meeting personal development targets in individual educational plans was generally more positive.</li> </ul>	

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

	Overall
The effectiveness of leadership	Unsatisfactory 
<ul style="list-style-type: none"> <li>Senior leaders were committed to the school and to providing the best for all students. However, the school had been unable to establish a vision for improvement that was shared by staff, parents and the governing board.</li> <li>Significant decision making resided with the governing board. Senior staff, including the Principal, had limited impact on moving the school forward. Very few leadership roles existed beyond the senior leadership team. There was no direct leadership of key subjects such as English and science and this slowed the rate of improvement in these subjects. Where leadership roles did exist, such as for Arabic and Islamic Education, they were not effective in improving the quality of teaching or student outcomes.</li> <li>Relationships between senior leaders were professional. However, this did not always lead to effective team work or consistent levels of communication with staff and parents. Although most staff currently in the school demonstrated a commitment to doing their best for students, they did not fully support the ethos created by the governing board.</li> </ul>	

- Leaders within the school did not have the confidence of the governing board. The development of leadership skills was limited and there was insufficient capacity to drive forward the necessary school improvement.
- There was some evidence of improvements beginning to develop aspects of the school's work. However, recommendations from several previous inspections, particularly regarding staffing and collegiate team work, were yet to be addressed. A significant turnover of teachers continued to have a negative impact on student's learning outcomes.

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• Self-evaluation processes such as attainment and progress data were used in the school's improvement planning. Senior leaders had a realistic view of the majority of the schools strengths and weakness.</li> <li>• Performance management arrangements were in place and had enabled staff to reflect on their own practice. Outcomes of the appraisal system were linked to the school improvement plan priorities. However, they were not always realistic in terms of work load or timescales and they did not always identify what could be provided to improve the knowledge and skills of staff.</li> <li>• Improvement plans included pertinent actions and were linked to targeted improvement in the quality of teaching and student outcomes. However, they were not realistic about how much could be achieved by a limited senior team in the given timescales and the actions had not been amended or changed in priority order to address the issue of changes in staffing.</li> <li>• Some progress had been made in addressing the recommendations from the last inspection report. However, progress had been slowed by the significant turnover of staff and the on-going change in the demographic of students attending the school.</li> </ul>	

	Overall
<b>Parents and the community</b>	Acceptable 
<ul style="list-style-type: none"> <li>• Links with parents were not as strong as at the time of the last inspection report. A significant minority of parents were dissatisfied with the school and key relationships had broken down. The school provided some useful guidance to help parents support their children's progress, such as workshops for writing, numeracy and Arabic. The involvement of parents of children with special educational needs was good and parents were very appreciative of the support and information they received.</li> <li>• Regular newsletters kept parents up-to-date with day-to-day events and provided a good period of notice for forthcoming events. Other forms of communication with parents was inconsistent.</li> <li>• Reports to parents on students' progress varied in quality. Whilst some reports provided detail of what students could do and what they need to learn next, others provided inaccurate information. Grades and levels were not well explained.</li> <li>• Productive links with other schools provided sporting opportunities for students and links with businesses helped students put learning into context. Opportunities to extend these experiences in future lessons were missed.</li> </ul>	

	Overall
Governance	Unsatisfactory ↓
<ul style="list-style-type: none"> <li>The weakness identified at the last inspection regarding representation had been addressed through the creation of an auxiliary board which included staff, parents and community members. The board had sought the views of parents but had not fully established the reasons for the negative views or acted upon them.</li> <li>The governing board regularly held the Principal to account. It included a performance management process. However, the board had failed to remove the barriers that limited the school's development. In some instances the actions taken had further damaged relationships within the school and with parents.</li> <li>Although the board had first-hand knowledge of the school they had not acted quickly enough to address concerns. Staff dissatisfaction with resources and equipment was a contributing factor to staff turnover. This was a significant weakness that was holding back the overall performance of the school.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable ↓
<ul style="list-style-type: none"> <li>The school had a wide range of systems and procedures in place to support its efficient day-to-day running. However, procedures were not always fully put into operation by those with specific responsibilities. For example, staff induction procedures were not fully implemented.</li> <li>Staff were suitably qualified and were mainly deployed in classes appropriate to their expertise and experience. Staff training opportunities were not sufficiently identified to meet the changing needs of the school. Staff lacked the knowledge and expertise needed to effectively meet the needs of a large number of new second language English learners who had recently joined the school.</li> <li>Premises were well maintained. Specialist areas contributed effectively to a balanced curriculum. Access was sufficient for all staff and students irrespective of their level of mobility.</li> <li>Learning resources were sufficient to support acceptable learning. Some improvement was evident; for example, there was an increase in the range of practical and visual resources to support learning in mathematics for younger primary students. Not all resources were provided as quickly as needed to support teachers in their day-to-day planning and management of learning.</li> </ul>	

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

Before the inspection, the views of the Principal, parents and teachers 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>	100	27%
	<b>Last year</b>	99	38%
 <b>Teachers</b>	13		33%
<ul style="list-style-type: none"> <li>• A minority of parents and teachers completed their surveys this year.</li> <li>• Almost all parents who responded, agreed that their children were safe in school and enjoyed attending. The majority of parents agreed to most of the other survey questions.</li> <li>• The majority of parents and staff did not agree that the school was well led and a significant minority of parents expressed concern about the quality of education offered by the school and the impact of large staff turnover.</li> <li>• The majority of staff did not agree that the school listened to their views or they received quality feedback about their work.</li> </ul>			

\*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)