

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**English Language
Private School**

11 YEARS OF INSPECTIONS

Acceptable









Curriculum
UK
















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School Information

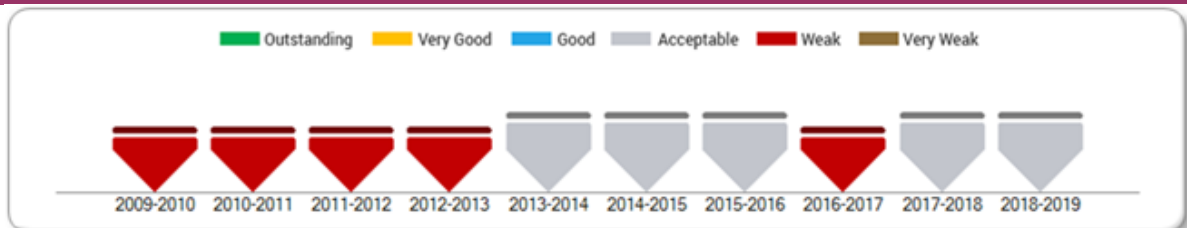
General Information	 Location	Umm Hurair
	 Opening year of School	1978
	 Website	www.elspvtDubai.com
	 Telephone	043377503
	 Principal	Kaneez-e-Ali
	 Principal - Date appointed	10/4/2018
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019

Students	 Gender of students	Boys and girls
	 Age range	4-20
	 Grades or year groups	Foundation Stage 2 - Year 13
	 Number of students on roll	1582
	 Number of Emirati students	4
	 Number of students of determination	38
	 Largest nationality group of students	Pakistani

Teachers	 Number of teachers	106
	 Largest nationality group of teachers	Pakistani
	 Number of teaching assistants	17
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	2
	 Teacher turnover	23

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE; AS; A levels
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

School Journey for English Language Private School



Summary of Inspection Findings 2018-2019

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

Students' outcomes

- Students' outcomes in IGCSE examinations in English and mathematics, and in biology and chemistry at A level, are strong. In the secondary phase, attainment and progress in English are good. Across other subjects, attainment is acceptable. Students make good progress in Islamic education in the primary and secondary phases, and in post-16 science. Students' learning skills are stronger in secondary and post-16.
- Almost all students demonstrate good behaviour and attitudes to learning. They are supportive of one another and relationships are mutually respectful. They have a healthy respect and understanding of Islamic values and UAE culture and are proud of their own heritage. Older students demonstrate a commitment to social responsibility and environmental awareness.

Provision for learners

- Teaching for effective learning is acceptable across the school. It is stronger in the secondary and post-16 phases where teachers have better subject knowledge and students are able to lead their own learning. The school has begun to analyse data to support improvements to teaching. Class teachers are not fully confident in using assessment data to plan lessons to meet individual needs.
- The curriculum broadly follows the requirements of the English National Curriculum (ENC) as well as the Ministry of Education (MoE) curriculum. There are several additional projects to support student learning, but limited opportunities in lessons for students to participate in activities that promote innovation skills. The curriculum is not sufficiently well adapted to meet the needs of all students effectively, particularly those who are most able.
- The school works hard to provide a safe environment for all students, despite the limitations of the building. Policies to ensure health and safety are reviewed to ensure safe practices. The school presents as a supportive and caring environment. Behaviour management is mostly secure but requires a whole school approach to establish and embed expectations consistently. Support for students of determination is developing.

Leadership and management

- The new principal and recently established governing board have a clear vision for the school and have accurately identified several key areas for improvement. The role of senior and middle leaders in influencing good teaching and learning is developing. Communication with parents, a key priority this year, is developing steadily. Resources are being replenished in all areas.

What the school does best:

- Students' strong outcomes in IGCSE examinations in English and mathematics, and in biology and chemistry at A level
- Students' good attainment and progress in English in secondary; their good progress in Islamic education in primary and secondary, and in science at post-16
- Students' positive behaviour and attitudes to learning
- Students' pride in their heritage and respect for, and appreciation of, Islamic values.







Key recommendations:

- Improve the quality of teaching to raise students' attainment and accelerate their progress by:
 - raising teachers' expectations of what students can achieve
 - ensuring that teachers make more effective use of assessment information to match learning activities to students' abilities and provide appropriate challenge for all
 - planning and delivering lessons that consistently include strategies of collaboration and enable all students to develop their critical thinking, problem solving and research skills.
- Improve whole school assessment procedures by ensuring that:
 - assessment information is rigorously analysed and interpreted accurately to provide a clear view of the progress of individual students
 - compare students' results in internal and external assessments with their cognitive ability test (CAT4) scores to ensure that all students achieve their full potential
 - academic progress is rigorously monitored during lessons and in homework tasks to provide constructive feedback so that all students know how to improve.
- Develop the school's leadership and governance by:
 - improving the quality of middle leaders so that they are more accountable for the achievement of students and the quality of teaching in their subject areas
 - ensuring that all teachers have appropriate qualifications and experience for the age range they teach and are provided with high quality professional development
 - increasing the quality of appropriate resources to promote effective learning throughout the school particularly to promote reading and to support out of class learning in the Foundation Stage (FS).
- Develop robust internal procedures for recording and monitoring students' attendance and punctuality, and engage parental support and commitment to improve all students' attendance.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good	Acceptable +
	Progress	Acceptable	Acceptable	Good	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ↓	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good +
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Acceptable	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. 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:

Registration requirements

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

School's progression in international assessments

is below expectations.

- International assessment data in TIMSS, PISA and PBTS indicate very weak progression: the school did not meet its targets in all subjects. The GL scores between the two assessment cycles show overall weak progression in English, mathematics and science. Mathematics and science data for GL shows a decline in attainment between the two cycles of assessments. CAT4 scores show weak cohorts across all grade levels. Comparisons between N.A.P. outcomes and CAT4 measured potential demonstrate that students exceed predictions of their potential.

Impact of leadership

is approaching expectations.

- The school leadership is aware of the importance of the National Agenda priorities. The school is beginning to consider different sources of data and attempting to triangulate data between CAT4, internal assessment and external benchmark data. The impact of the assessment information on identifying strengths and weaknesses and adapting teaching and the curriculum is underdeveloped.

Impact of learning

is below expectations.

- The promotion of critical thinking and research skills is strongest in English. It is underdeveloped across the wider curriculum. Learning technologies are used in some lessons, especially in secondary English, to support independent learning and to enable students to carry out independent research. The use of technology in other subjects is limited to conducting online assessment.

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

For development:

- Establish robust strategies to meet the targets set for TIMSS and PISA and raise attainment in international assessments.
- Ensure the accurate and comprehensive use of assessment information to inform teaching, learning and curriculum development, taking into account individual achievement gaps.
- Broaden the range of teaching strategies to increase opportunities for students to think critically, and to promote independent enquiry and research.

Reading across the curriculum

- IGCSE data indicates a consistent improvement in students' reading over time in English. Across all subjects there is a developing focus on key vocabulary. There is limited assessment of reading levels across the school.
- Most students demonstrate age-appropriate reading strategies to work out meanings of unfamiliar word and texts. Reading comprehension skills are less well developed.
- The use of the library by students and teachers is limited. There are too few initiatives to promote positive reading habits, and too few reading resources in the primary phase.
- Leaders are committed to raising reading proficiency and have set up a paired reading initiative as a way of encouraging students to share stories together.

The schools provision, leading to raised outcomes in reading across the curriculum is underdeveloped

For development:

- Implement a whole school reading plan to drive improvement in students' reading skills by focusing on shared reading strategies across all subjects.
- Introduce a whole-school reading assessment system.
- Provide high-quality reading resources online, in classrooms and in libraries.

UAE social studies

- The school has adapted the UAE social studies curriculum for all groups of students. Teachers do not have access to high quality resources to engage the different groups of students effectively.
- Students make good connections between areas of learning. As part of their homework, a large minority of older students carry out independent research to extend their learning.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.
- In their lessons and in recent work, most students make expected progress in relation to the curriculum standards.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- There are few opportunities for students to develop innovation skills in lessons. A large minority of older students regularly uses learning technologies to carry out independent research at home.
- Activities that develop the important skills related to entrepreneurial spirit, management and leadership, are limited to older students, mainly at post-16.
- Teachers in secondary and post-16 are beginning to modify their lessons to promote challenge, collaboration and independent questioning, particularly in English and science.
- The curriculum is not modified sufficiently to develop innovation skills. The new lesson plan template requires teachers to plan for innovation skills, but is at the early stages of implementation.
- Senior leaders demonstrate a commitment to developing a culture of innovation through the introduction of a range of project-based activities promoting creativity and self-directed learning.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' achievement

Islamic education

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

- In primary, students understand and explain the meaning of honouring their parents. In secondary, students can differentiate between Fard and Sunnah and infer the conditions of repentance. At post-16, expectations are low and students are not equipped to express their own views on aspects of the curriculum.
- Most primary and secondary students know and understand the required Islamic acts of worship and etiquette of obligatory prayers. At post-16, a majority of students can deduce, conclude and infer guidelines about the marriage from Holy Qur'an verses, Hadeeth and Seerah.
- The promotion of the reading and recitation of the Holy Qur'an in primary and secondary contributes to the improvement in the correct application of recitation rules. The impact is inconsistent across year groups.

For development:

- Ensure that students routinely provide correct evidence from the Holy Qur'an, Hadeeth and Seerah when responding to questions in lessons.

Arabic as a first language

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

- The attainment of most students in primary and secondary meets curriculum expectations, as reflected in lessons and their work. Students make acceptable progress from their starting points, but this is inconsistent across both phases, particularly in writing skills.
- Students can use the standard language in formal greetings. They find it more challenging to engage in meaningful conversation. Secondary students demonstrate better listening skills. Writing skills are beginning to develop beyond composing short familiar sentences.
- Reading comprehension continues to be an area for development. In lessons, there are too few opportunities to read for a purpose or to summarise information from texts. The increased opportunities in some lessons for independent reading are beginning to support students' inference skills.

For development:

- Increase opportunities for students to read familiar and unfamiliar texts reflecting and exploring a variety of different genres, to promote vocabulary and comprehension skills.

Arabic as an additional language

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

- Most students' attainment levels are in line with curriculum standards. Reading accuracy is supported by students' knowledge and experience of reading the Holy Qur'an. Progress is less secure in the secondary phase where many students are new to Arabic.
- Students demonstrate the ability to speak standard Arabic in rehearsed scenarios. They are less confident when applying their speaking skills to unfamiliar social situations. Writing skills are focused on factual recall from lessons in Islamic education and remain inconsistent across phases.
- The school has begun to encourage participation in extra-curricular projects, including reading competitions, to promote students' reading skills. These initiatives are at the early stages of implementation and are not showing impact on student outcomes.

For development:

- Provide regular planned opportunities in lessons for students to extend their vocabulary and practise the language in practical, real-life situations.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good	Acceptable
Progress	Acceptable	Acceptable	Good	Acceptable

- Students' achievement is higher in the secondary phase as evidenced by external board exams. Data analyses, including comparisons with CAT4 results, indicate most students are performing in line with their potential. Reading skills remain stronger than writing skills across all phases.
- In the FS, most children can confidently talk about their work in English. Students' speaking skills develop progressively through a growing emphasis on class discussions and personal presentations. Creative and extended writing is not sufficiently developed, particularly in lower primary.
- The emphasis in developing strategies for reading, including the introduction of new resources matched to curriculum expectations, is beginning to improve student outcomes. This is particularly evident in the secondary phase, where students are encouraged to assess texts critically to identify the author's motivation.

For development:

- Provide more consistent opportunities for students to practise and use their knowledge of grammar and promote extended and creative writing opportunities
- Develop FS teachers' subject knowledge of early literacy and provide daily opportunities for children to write and dictate their ideas both inside and outside of the classroom.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Weak ↓	Acceptable	Acceptable

- External benchmark assessments indicate that students' knowledge, skills and understanding are below curriculum standards. In lessons and in their work, students demonstrate knowledge and skills that are in line with curriculum expectations. Students' weak progress in the primary phase is caused by the lack of rigour in curriculum planning.
- From a strong start in the FS, students across the school develop appropriate skills and understanding in number operations and confidently apply these to unfamiliar calculations. The emphasis on examination questions in secondary lessons has resulted in students' very good attainment in IGCSE examinations.
- There are insufficient opportunities for students to explore wider mathematical concepts other than the formulaic application of number operations and equations. In lessons, opportunities for problem solving and investigative mathematics are limited.

For development:

- Increase opportunities for students to solve real-life problems and carry out mathematical investigations at an age-appropriate level, especially for more able students.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Good

- Students across the school demonstrate age-appropriate knowledge and understanding of scientific concepts. Progress is better at post-16 where a great deal of emphasis has been placed on textbook tasks and regular focus on examination style questions.
- Investigation skills are variable but improving in secondary. They are underdeveloped in the FS where the focus is on factual knowledge. In lessons there are too few opportunities for students to develop and record scientific processes of creating and proving hypotheses, especially in writing.
- Assessment information is not used consistently to plan work to meet all students' learning needs. Older students have effective collaboration skills, so they discuss concepts, and question and challenge each other, which enhances their understanding. These skills are less well developed across other phases.

For development:

- Provide more opportunities for students to discuss their scientific knowledge, and develop systems for them to record scientific processes and express their understanding and knowledge accurately.

Learning skills

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

- In the FS and primary, most students demonstrate positive attitudes and readily engage in learning activities. Learning skills are stronger in upper secondary and post-16, where students are given more opportunities to work independently. A large minority confidently use technology to carry out independent research.
- Most students are able to work collaboratively in groups and can discuss their work. In a few lessons in Islamic education and Arabic, the quality of interactions is variable and, in these lessons, collaboration skills develop more slowly amongst boys than girls.
- Students make connections between areas of learning, developing a good understanding of the world. The development of critical thinking skills is at a very early stage. In most primary lessons there are too few opportunities for students to work independently or use technology.

For development:

- Provide regular opportunities for students to conduct independent research, think critically and reflect on their learning across all phases.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Good

- Students' behaviour, attitudes to work and relationships are positive. Their personal development is strong across all phases. The school is a harmonious community and students respond well to critical feedback. Relationships amongst students and with staff are respectful. The few incidents of bullying are handled appropriately.
- Students are sensitive to the needs of others and willingly take responsibility to support one another. Students have a good understanding of safe and healthy lifestyles, although many make variable choices about their own diet, health and safety.
- The overall attendance of students is acceptable at 93%, and is higher in the primary phase. For secondary students it is affected by regular study leave. Students generally arrive at school and to lessons on time.

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

- Students have a strong appreciation of Islamic values and the peace message of Islam. They are active in initiating and participating in various religious and community events, such as the world cultures' celebrations in assemblies.
- Through lessons and everyday school life students develop a good understanding of UAE culture. They show respect for the verses shared from the Holy Qur'an. They actively celebrate national events and can make connections between different areas of the curriculum and UAE culture.
- Student' pride in their own heritage, awareness of their own culture and of other cultures is stronger in the upper phases. The annual 'Ethnic Day' enables all students to celebrate, gain knowledge and show understanding and sensitivity of the cultures of different countries.

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

- Students understand their responsibilities as members of the community. They take their responsibilities for looking after the school environment seriously. They also contribute toward a number of activities to benefit members of the wider community, including charity food drives and donations to labour camps.
- Most students demonstrate a positive work ethic, although students in the FS and primary sometimes lack initiative. Members of the student council regularly review school procedures and generate creative solutions to school problems through a systemic voting process to ensure fairness in decisions.
- Students are developing a growing awareness of the environment. Younger ones take care of their immediate surroundings. Their understanding of wider conservation and sustainability issues are less well developed. Older students demonstrate a good understanding of the use of renewable energy.

For development:

- Work with parents to improve punctuality in the morning and attendance, to ensure that students, particularly those in post-16, do not miss learning opportunities.
- Plan opportunities for students to actively support wider environmental and conservation initiatives.

3. Teaching and assessment

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

- Most teachers' subject knowledge is secure. FS teachers' understanding of how young children learn enables them to plan active child-centred lessons. In science and English, particularly in post-16, teachers promote greater challenge through targeted questions that require higher order thinking.
- Less successful lessons are tightly controlled by teachers who talk for too long and expect all students to work on the same activity at the same pace. Tasks are not sufficiently well-planned to meet the needs of different groups of students, particularly the most able students.
- Many teachers have improved the use of learning technologies to promote student engagement. When carrying out research on their own devices, primary and lower secondary students are frequently given insufficient time to plan, think critically or to reflect on their learning.

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

- In the FS, formative assessments accurately track children's attainment and progress in most areas of learning. Students across other phases perform very well in internal assessments. These are not sufficiently closely linked to high quality curriculum outcomes. Consequently, alignment between internal and external assessment is weak.
- The school has begun to analyse a range of assessment data to gather information about students' achievement. This information is not used effectively to identify students' starting points accurately, set targets for individual students, and track progress effectively.
- The use of data at the classroom level to improve teaching and learning is at early stages of development. Tasks are not routinely planned to match students' learning needs. Written feedback is variable and does not provide adequate guidance on how to improve.

For development:

- Improve the analysis of assessment data, both internal and external, so that teachers have accurate information to enable them to identify students' needs and track their academic progress
- Ensure that teachers make more effective use of student assessment data in lesson planning, so that activities closely match different students' abilities and consistently challenge all students, especially the most able, with high expectations.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is reasonably broad and balanced and follows the requirements of the ENC and MoE curricula. In most subjects it is planned to ensure progression and generally meets the academic and personal needs of a large majority of students.
- Curriculum reviews are insufficiently focused on ensuring continuity and progression, particularly in the FS and in mathematics. There are few planned opportunities for all students to engage in activities that promote enterprise, innovation, creativity, and social responsibility.
- Students are adequately prepared for the next phase of their education. Since the previous inspection the school has extended the range of curriculum options for older students. Some cross curricular links are planned, but these are not a consistent feature in enough lessons.
- Moral education is delivered in discrete sessions to all classes from Years 2 to 13 for 45-minute lessons per week by social studies teachers. It is supplemented throughout the school by assembly presentations, and debates on ethics and morals in many subjects.

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

- The curriculum is planned appropriately to meet the learning needs of most students. Recognition of the different abilities and the learning needs of students of determination continues to develop. Curriculum modifications that provide challenge for more-able students are not implemented across the phases.
- The school has taken effective steps to broaden the curriculum. Planned opportunities for enterprise and innovation are inconsistent. Older students are beginning to participate in national enterprise initiatives including the 'Winter Jacket Project', which has enhanced students' entrepreneurial skills.
- The development of students' appreciation, understanding and knowledge of Emirati traditions, culture and values is well integrated through the school's curriculum and wider whole-school events. This is clearly evident in lessons, assemblies and displays throughout the school on a daily basis.
- Arabic is taught in the FS for 40 minutes each week in addition to the same amount of time for Islamic education. FS children also receive an additional 30 minutes for Holy Qur'an recitation.

For development:

- Review the coverage and implementation of the curriculum, particularly in the FS and mathematics.
- Ensure that the individual needs of all students, including students who speak English as an additional language, students of determination and those who are more-able, are prioritised in curriculum and lesson planning.

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

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

- Child protection and safeguarding procedures are secure. Newly appointed staff are trained immediately on arrival and all staff have regular update training. The school acts efficiently if issues arise and has strong links with external agencies for advice and support.
- The school is promoting healthy lifestyles through a programme that focuses on healthy eating, drugs awareness, and anti-bullying. Good medical care is provided by trained staff. Transport arrangements are well organised with senior students helping to ensure that younger students use the buses safely.
- The building is relatively old. Several issues relating to preventing accidents, including marking where floor levels change, ensuring doors open properly and increasing the numbers of handrails on staircases, have been dealt with successfully and are continually monitored.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- There is a caring and supportive ethos across the school. Whilst behaviour is generally good, there is no systematic whole-school approach for positive behaviour management. The school is continuing to develop robust systems to increase attendance for some students.
- There are secure procedures for the identification of students of determination. Procedures for the identification and support of students with gifts and talents are not robust. Students' progress is limited because the enrichment programme is not well-planned.
- The current arrangements for the pastoral care of students provide secure monitoring of student needs. Reduced staffing means that some students do not receive the support they need to make progress. Older student benefit from the guidance provided by the school's Career Guidance Counsellor.

For development:

- Monitor the school site daily to identify and carry out necessary repairs to make sure students are safe around the site.
- Ensure that students with specific needs, including those with gifts and talents, are accurately identified using assessment information, and suitably supported and challenged in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The newly-appointed Head of Inclusion together with the inclusion team, demonstrates a strong personal commitment to the vision and principles of inclusion. In a short space of time the inclusion team has successfully established a process that is beginning to identify students of determination more accurately.
- The school is beginning to use a number of assessment procedures to ensure accurate identification of students' needs. The inclusion team has an adequate understanding of most students' needs. Subject teachers are less confident in identifying and addressing the specific needs of students of determination and those with gifts and talents.
- The inclusion team beginning to build strong relationships with parents to determine their children's needs and support the development of individual education plans. Processes and procedures for doing this are at the very early stages of development.
- The inclusion team is supporting the modification of curriculum planning to reflect students of determinations' individual learning needs. The school is attempting to develop confidence and resilience amongst the students, but the types of support necessary to ensure independent learning are not sufficiently embedded.
- The tracking and monitoring of progress of students of determination is at the early stages and being developed as the experience and expertise of the inclusion team grows. The school is developing systems to improve the accurate use of data to track students' progress.

For development:

- Ensure that the individual learning needs of all students are prioritised across the school.
- Ensure that teachers are well supported in planning and delivering effective interventions to enable students of determination to make the same progress as all other students.

6. Leadership and management

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

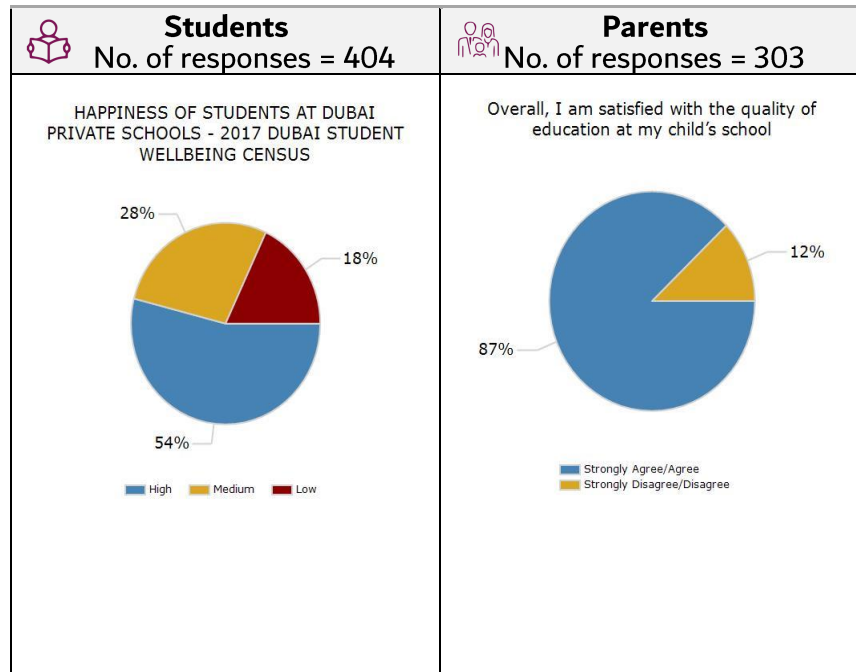
- The school's acting principal and the new governing board have set a clear direction for the school. Middle leaders are committed to the vision for rapid improvement and are mostly aware of their role in improving standards. Some members of the leadership team do not have sufficient knowledge and understanding of the best practices in teaching and learning. Consequently, the impact of new initiatives is not evident consistently across all subject areas. The principal demonstrates good capacity for leading improvement.
- The school is at the early stages of using assessment data to support its self-evaluation. Currently, judgments are generous. The school improvement plan identifies many areas for improvement. It does not prioritise these sufficiently well. As a result, leaders are implementing too many new initiatives and are unable to monitor each one sufficiently well in order to evaluate the impact on student outcomes. Regular monitoring of teaching and learning is beginning to help leaders to identify key areas for professional development.
- The school's partnership with parents is developing. Parents receive regular reports about students' attainment and personal skills and information is shared about homework and school activities. Communication about students' progress and information about academic targets is less regular. The new principal is beginning to seek parents' views to help shape school improvement priorities and practices. Senior leaders are developing professional links with other local schools to support the moderation of assessments.
- The new governing body is aware of the need for a greater focus on student outcomes and is actively supporting the new principal in her vision for the school through the provision of technology, resources and staffing. Governance includes parents, staff, students and members of the wider community. Currently the governing board relies too much on the principal's view of the school and its progress towards priorities. Consequently, they are unable to robustly hold the leadership team to account.
- The school runs well on a day-to-day basis. There are sufficient staff, although their qualifications and experience vary. The provision of high-quality professional development has been identified as a key priority by the new principal who has begun to provide training for all staff. The school's resources are limited, but improving. There have been recent investments in the availability of internet, books and other learning resources. Resources to support outdoor learning in the FS and reading initiatives are limited.



For development:

- Identify the most urgent school improvement priorities and those that will aid the school's rapid improvement, and plan how these targeted initiatives will be implemented and monitored.
- Provide heads of department with high quality, targeted professional development and hold them to account for the delivery of improved outcomes in their subjects.
- Improve the capacity of governors to evaluate the quality of the school's work accurately, and to hold leaders at all levels accountable.
- Ensure that all teachers have appropriate qualifications, and provide them with support to fulfil their roles and responsibilities.
- Provide appropriate resources to promote effective learning throughout the school, especially for reading, and outdoor learning in the FS.

The view of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Most students who responded to the survey feel safe in school, work hard and persevere with their school work. They are aware of their academic levels of success. They engage well with adults in school. Most hold similar views to other students in Dubai, but a minority feel respect and relationships between students, particularly boys, needs improvement.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents are satisfied with the quality of education, the information they receive in order to support their children and the value for money provided by the school. Almost all feel their children are safe in school, have positive attitudes, works hard and are doing well. A few parents report concerns about student to student relationships on occasions.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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