

GOOD



2019-2020

INSPECTION REPORT

UK CURRICULUM

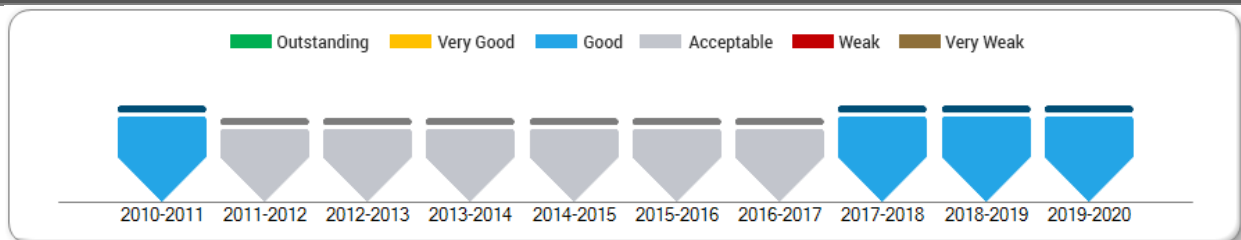
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>8</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>Views of Parents and Senior Students.....</i>	<i>21</i>

School Information

General Information	Location	Mirdif
	Opening year of School	2008
	Website	www.starmirdifschool.com
	Telephone	+9714 2884644
	Principal	Gill Roberts
	Principal - Date appointed	9/1/2016
	Language of Instruction	English
	Inspection Dates	11 to 13 November 2019
Students	Gender of students	Boys and girls
	Age range	3 to 12
	Grades or year groups	FS1 to Year 8
	Number of students on roll	695
	Number of Emirati students	73
	Number of students of determination	29
	Largest nationality group of students	Arab
Teachers	Number of teachers	57
	Largest nationality group of teachers	British
	Number of teaching assistants	30
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	31%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK (NCfE)
	External Tests and Examinations	UK
	Accreditation	N/A
	National Agenda Benchmark Tests	GL Progress tests

School Journey for STAR INTERNATIONAL SCHOOL (BRANCH)



Summary of Inspection Findings 2019-2020

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

Student outcomes

- A majority of students in almost all areas of the curriculum, in both Foundation Stage (FS) and the primary phase, make better than expected progress. Progress is even better in FS English and in secondary science. Achievement is not as strong in secondary mathematics, Arabic or Islamic education. Students' learning skills are generally at least good. New initiatives to improve their skills in the effective use of technology have been introduced.
- Students show very strong personal and social development and develop skills in innovation. Relationships in the school are very positive, and students are respectful and mindful of the needs of others. They have a secure understanding of safe and healthy living and mostly make very good choices. Bullying is reported as being very rare and tackled well by the school when it arises.

Provision for learners

- Most teaching across the school is at least good, with some examples of very good teaching in each phase. In the new secondary phase, teaching overall is less strong. New leaders in this phase understand what needs to be done to develop and hold teachers to account for high levels of curriculum implementation, teaching and assessment. However, this has not yet resulted in sufficiently high levels in some areas.
- The curriculum has a clear rationale and meets the requirement of the Early Years Foundation Stage (EYFS) and National Curriculum for England. It is broad and balanced and includes a range of extra and co-curricular opportunities. There is a systematic approach to teaching and learning what is required across most areas, although there is high priority for a review of this in secondary mathematics, Arabic and social studies.
- Procedures to ensure students' health and safety, including the arrangements for the safeguarding of children, are very strong. There are effective policies in place to ensure that this continues and that any matter affecting students' health, safety, attendance, punctuality or well-being is systematically followed-up and recorded. The school is inclusive and provides a welcoming and nurturing environment for all, including students of determination.

Leadership and management

- The leadership of the principal is very strong and is supported very well by effective governors and committed families. Many of the recently-appointed senior and middle leaders focus on the small, new secondary phase. However, with a large number of recently-appointed staff and newly-admitted students, leaders have not yet secured sufficiently high standards of provision and outcomes compared to the rest of the school.

The best features of the school:

- The clear and compelling vision to provide a very high quality, inclusive, all-through English curriculum in this region of Dubai
- The very strong sense of community identity, where parents are very happy, students feel safe and valued and staff morale is high
- The excellent leadership of the principal, well supported by a developing leadership team and a strong governing body
- Students' very good personal and social development
- The efficient and effective day-to-day management of this fast-growing and evolving school.








Key recommendations:

- Regularly review the curriculum across all phases to ensure that modifications are put in place to effectively identify and meet the needs of students of different abilities.
- Improve the quality of teaching across the school so that it is consistently good or better.
- Place strong emphasis on securing rapid improvements in secondary phase teaching, particularly in Arabic, mathematics and Islamic education.
- Refine the comprehensive new procedures for the analysis of assessment information to ensure that they:
 - allow the valid and accurate tracking of students' progress over time
 - enable teachers to adapt their lesson plans to meet the needs of all students
 - allow all leaders to effectively monitor teachers' use of assessment data for teaching and learning interventions.

Overall School Performance

Good

1. Students' achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Good	Weak
 English	Attainment	Good	Good	Good
	Progress	Very good ↑	Good	Good
 Mathematics	Attainment	Good	Good	Acceptable
	Progress	Good	Good	Acceptable
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Very good
 UAE Social Studies	Attainment		Acceptable	
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good
Curriculum adaptation	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

6. Leadership and management

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

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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments is above expectations.

- The school was not registered for the 2011/12 TIMSS and PISA tests. Therefore, there is no information about progression available. GL Progress Test scores across the previous two assessment cycles show outstanding progression in English, mathematics and science. PIRLS is at the intermediate international benchmark level (506), reflecting good levels of attainment in reading and comprehension. Comparisons between NAP outcomes and reasoning tests (CAT4) measured potential demonstrate that most students exceed expectations.

Impact of leadership is meets expectations.

- Question-level analyses of GL tests highlight areas of strengths and weaknesses in students' understanding which then guide leaders' modification of the curriculum. Leaders have developed good systems to manage assessment information. These support tracking of students' achievements over time. However, the extent and effectiveness of teachers' use of the information generated from assessments are variable.

Impact on learning is approaching expectations.

- The extent to which students think critically and respond to inquiry-led approaches varies depending on the quality of teaching.
- Students have the opportunity to conduct research using information technology (IT) in science, social studies and across projects initiated by the school, but this is less common in other subjects.

Overall, the school's progression towards achieving its UAE National Agenda targets meets expectations.

For Development:

- Ensure that the school uses the information from the TIMSS report to align the curriculum with the requirements of the TIMSS tests.
- Rigorously monitor the matching of what and how topics are taught to the learning needs of all students.
- Extend the use of IT in all lessons to support students' independent research skills.

Moral education

- The teaching and learning of the moral education programme (MEP) are fully compliant with the Ministry of Education (MoE) framework.
- Teachers' subject knowledge is strong. The MEP textbooks are used well and are appropriately supplemented with the school's own additional materials. However, lessons are not always sufficiently challenging for the most able students.
- Assessments occur regularly and informally during lessons and formally at the end of topics. However, they do not always take account of how students feel, think and act.

The school's implementation of moral education is meeting expectations.

For Development:

- Provide opportunities for teachers to learn alongside skilled colleagues who apply active teaching strategies that make lessons more personalised, engaging and challenging.

Reading across the curriculum

- Teachers' analysis of reading assessment information is developing well. The tracking of students' progress shows improvement in reading achievement for groups of students, including underperforming students.
- The work of the librarian and the library programme steadily and effectively promotes reading in all subjects.
- Students, across phases and subjects, have an increasingly positive attitude to reading. They are developing the necessary strategies to understand more fully what they read, regardless of the subject.
- Leaders are committed to improving provision for the development of reading literacy throughout the school. For example, they have recently appointed a reading coordinator.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Implement a whole-school programme for reading by more systematically developing reading strategies for teachers, students and parents.
- Provide more opportunities for students to participate in external reading-related events.

Innovation

- Students across all phases show increasing independence and enjoy opportunities to collaborate in their learning. However, their use of technology is not fully embedded.
- Students show respect and concern for each other throughout the school. The caring role of the mini champions for inclusion has a positive impact and is well-regarded.
- Teachers in many classes provide opportunities for students to foster an innovative approach to learning. Flexible timetabling means that extended activities also encourage students to adopt innovative approaches to their learning.
- Students, and sometimes their families, work together in lessons and extra-curricular activities and enjoy the excitement of competitions and challenges in English and Arabic.
- Senior leaders enthusiastically encourage students to explore new areas of learning, such as through the recently-introduced food hygiene programme.

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

For Development:

- Ensure that more consistent opportunities are provided for students to develop creative approaches to learning in class, including research using modern technology.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students in the primary phase have a basic understanding of the five pillars of Islam. In the secondary phase, students understand the significance of the mosque and of daily prayers. The recorded attainment and progress information appears generous compared to the achievements typically evident in lessons and workbooks.
- Students across all phases have sound knowledge of general Islamic teachings and can make some reference to Qur'anic verses and Hadeeth. However, this is not embedded in all lessons.
- Students generally have underdeveloped Tajweed skills due to a lack of practice opportunities.
- Since the last inspection, the department has placed a greater emphasis on students' memorisation of the Holy Qur'an and Tajweed skills, but these are still not strong features of learning. To support improvement, the school has recruited a new part-time teacher.

For Development:

- Assess students' achievement more accurately to inform planning so that the needs of students of different abilities are more appropriately and effectively met.
- Raise students' levels of achievement across both phases.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Good	Acceptable

- Students across the primary phase exhibit knowledge and understanding that are broadly in line with expectations. Students' writing skills are better in Primary than in Secondary because they can write convincing, informative pieces based upon their research. Students' skills in creative writing are not strong across either phase.
- Across both phases, students' listening is the strongest of the four language skills. Speaking skills are better in Years 5 and 6, where the majority of students articulate confidently what they learn. However, this remains underdeveloped in the secondary phase.

- There are effective links made across the subjects in primary lessons. Concepts and skills from various disciplines are embedded, and these result in increased student motivation in lessons.

For Development:

- Implement structured assessments of all linguistic skills more consistently during lessons and use this to better track students' attainment and progress.
- Adapt what is to be taught and learned based on students' assessed needs, strengths and areas for development.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Good	Weak

- A majority of students in the primary phase exhibit knowledge, understanding and skills that are broadly in line with age-related expectations. In the secondary phase, most students' work is below these standards. Secondary students' typical rates of progress are far too low.
- Reading and listening skills are more developed than the other skills in the primary years, but this is not as clearly evident in Secondary. The lack of opportunities to practise speaking and for independent writing is hindering students' progress in the secondary phase.
- Because students are not sufficiently challenged in lessons, their language skills remain only acceptable in the primary years and weak in the secondary years.

For Development:

- Review the curriculum and assessments to ensure that they provide appropriate levels of challenge for students in relation to the MoE standards.
- Enhance teaching methods to provide greater opportunities for students to practise using the language.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good ↑	Good	Good

- Children in the FS are developing their speaking and listening skills very well. Primary students build on their phonic knowledge, write more extensively and use more complex punctuation. Secondary students make skilful, critical comparisons of texts.
- The stronger focus on developing reading skills and the love of reading is leading to improved outcomes for students. Across the school, they mostly give their responses eagerly and convincingly, with younger children increasingly able to start and continue meaningful conversations with confidence.

- Students' language skills are developing through the phases. In the lower primary phase, the amount of challenge the more able students receive to think critically, solve problems and use technology independently is not consistent.

For Development:

- Provide more opportunities to challenge the more able students, particularly in the lower primary phase, to think critically and to solve problems.
- Ensure students in the lower primary phase make a greater use of technology to conduct independent research activities.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Acceptable
Progress	Good	Good	Acceptable

- In the FS, children work with numbers and number equations and solve practical problems in innovative ways. At least a majority achieve above curriculum expectations. In the primary phase, students' development of mathematical competency, including basic number skills and procedural fluency, is stronger than their development of problem-solving skills.
- Students' achievements are less developed in the secondary phase. This is largely due to significant gaps in basic knowledge following the considerable influx of new students, compounded by lesson planning that does not always meet the needs of mixed-ability classes. Consequently, too few secondary students make better than expected progress.
- CAT4 data show that some students are highly able. However, the levels of challenge for these students are sometimes limited by teachers' lower expectations.

For Development:

- In the secondary phase, plan lessons more carefully based upon students' individual starting points and manage lessons to ensure that at least a majority of students routinely make progress above expectations.
- Where students are identified as attaining below age-related curriculum expectations, ensure that they are provided with focused feedback and intervention plans, in order to improve their performance.
- Implement longer-term curriculum planning to ensure that all students are able to make above expected levels of progress, across all mathematics subject skills as they work towards their iGCSEs in Years 10 and 11.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Very good

- FS children develop a wide range of knowledge and skills. In upper Primary and Secondary, students have good understanding across all the science disciplines. Occasionally, work is not sufficiently challenging, and a minority of students do not achieve above expectations.
- In the best lessons, students initiate and carry out their own investigations. They interpret their findings and can accurately explain what they learn. This feature is less strong in the FS and lower Primary. In many lessons, students confidently discuss what they learn with each other, and this enhances both their understanding and knowledge acquisition.
- Students' investigative skills have improved. The new secondary phase has started well. The newly-appointed leaders have established effective approaches to identify where there is good practice and are rapidly working to share this across the school.

For Development:

- Improve students' investigation skills in the FS and lower primary phase.
- Ensure that lessons are always planned to be sufficiently challenging and matched to students' learning needs.

UAE Social Studies

	All phases
Attainment	Acceptable

- Across both phases, students acquire knowledge and understanding of the culture, history and geography of the UAE. The attainment of most students is broadly in line with age-related curriculum expectations.
- Students show some strengths in communication and presentation skills as well as in their knowledge of social studies components. Literacy development is not a strong feature in both phases.
- The increased use of technology for research and presentation of work has improved the engagement of students with the subject. However, this has led to less written teacher feedback and consequently less clarity regarding students' progress over time.

For Development:

- Develop the literacy aspects of the subject.
- In addition to the allotted time for UAE social studies, review the need for a more integrated approach across all subjects taught.
- Improve the extent and quality of teachers' written feedback to enable students to be very clear about their next steps in learning.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- Children in the FS engage very enthusiastically with their child-selected activities. Older students are also eager to learn and have positive attitudes. However, in Arabic and Islamic education lessons, they are frequently too passive in their learning.
- Across all phases, students work well together in pairs and in small groups. They listen to the views of others and support each other well. In many classes, students are encouraged to think critically, and their problem-solving skills are developing.
- In some subjects, students are adept at using technology to support their learning. This is less evident for younger students, and in Arabic and Islamic education lessons, where there are fewer opportunities for innovation and independent research.

For Development:

- Provide more opportunities to develop primary students' higher-order thinking and problem-solving skills.
- Provide more opportunities for students to be innovative and to develop their research skills in Arabic and Islamic education lessons across the school.
- Enable primary students to use technology for independent research more regularly and effectively.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Children in FS have positive and responsible attitudes towards school and readily take on roles such as tidying up. Across all phases, students behave extremely well. Their punctuality to lessons is one example of how they show highly positive attitudes towards their learning.
- Students are consistently self-disciplined, enjoy one another's company and are courteous towards adults and each other. Students are aware of, and sensitive to, the needs of others.
- Students benefit from well-planned extra-curricular activities that encourage physical exercise, outdoor sports and taking part in external competitions with other schools. Their learning experiences promote a deep understanding of the importance of making wise, healthy life choices.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Good

- Students across the school show good understanding and appreciation of Islamic values, particularly in the primary phase. Students understand well that Islamic values and UAE cultural values play a key role in the life and reputation of the UAE.
- Students exhibit good knowledge of the UAE culture and heritage. They are able to provide concrete examples of different activities that the school conducts each year, such as the National Day and Martyr Day.
- While students demonstrate good knowledge and understanding of their own culture, too many students lack a sufficiently-broad perspective of global cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students contribute well to the life of the school and voice their opinions and ideas well through the student council. Across all phases, students display secure knowledge and application of enterprise and innovation skills, and these are particularly evident in special events such as Enterprise Day.
- Students' enthusiasm for school is shown through their good attendance and contribution to many aspects of school life. An example of this is the eco-counsellors who take their duties very seriously. Although students do not always initiate such projects themselves, they contribute positively to keeping the school clean.
- Students understand the importance of recycling in the school and across the community. Their environmental awareness is evident in displays across the school. Students participate in a number of activities that support sustainability and conservation in their local environment.

For Development:

- Promote more student-initiated activities and projects that students take responsibility for creating, organising and managing.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Acceptable

- Where teaching is strong, teachers make effective use of assessment information, and what they know about how individual students learn, to match work closely to students' learning needs. In the newly-opened secondary phase, in some subjects, lesson planning does not yet cater sufficiently for students to make better than expected progress over time.
- Questioning and collaborative work are sometimes used effectively to promote critical thinking and to assess how well students learn and express their understanding. Generally, lessons are well planned, but occasionally teachers focus too much on completing a series of activities rather than on making learning effective.

- In some lessons, teachers provide opportunities for students to carry out research using technology. This is not an embedded feature of practice. In the new secondary phase, teaching is particularly strong in science.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Assessment information is analysed, and leaders systematically compare various sources of data including GL progress and internal data. The analysis of assessment information is adequate to inform lesson planning and allows the matching of tasks to students' needs. However, the current inconsistency of its use reduces its effectiveness across the subjects.
- Teachers do not always provide adequate written feedback to students. Too often it is insufficient to guide students towards their next steps in learning. The quality of self- and peer-assessment, although strong in some areas, is inconsistent across phases.
- A structured approach to day-to-day assessments in lessons is not in place across the school. Consequently, tracking the progress of students' linguistic skills over time is not consistently effective. Assessment is mainly based on students' knowledge rather than their skills.

For Development:

- Ensure teachers use assessment information effectively so that work is consistently challenging and meets the needs of students as individuals, particularly in secondary mathematics, Arabic and Islamic education.
- Make sure that activities are relentlessly focused on promoting learning, rather than just completing a series of activities.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good

- The school provides a broad and balanced curriculum for children in the FS and throughout Primary. The investigative and problem-solving elements evident in the written curriculum are strong in some areas but are not fully embedded across the school.
- Leaders ensure very good continuity and progression for students as they move through the school. There are very effective links between most subjects and many opportunities for students to find out about life and values of the UAE and the wider world.
- In the newly-established secondary phase, Key Stage 3 work is being introduced. For the most part, work is matched to students' needs and targeted at the examinations to be taken in the future. However, this is not as strong in Arabic as an additional language, mathematics or social studies.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- There is a wide range of links between subjects and collaborative activities in FS, Primary and Secondary. Although some evident changes are made to the curriculum, these do not ensure full engagement and challenge for all students.
- Leaders have introduced more opportunities for students to engage in activities that promote enterprise, innovation and creativity. Examples of good practice are evident in students' use of IT resources, thematic work across the school and vocational projects in both the primary and secondary phases.
- Since the last inspection, library resources have been restructured to increase opportunities for all students to explore and make choices. The new library in the FS offers reading opportunities before and after school and has been received well by parents.

For Development:

- Ensure that personalised and alternative learning pathways are provided for students whose skills and aptitudes are not being fully met by the existing provision.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Safeguarding policies, safety procedures and staff training are robust and ensure that students across the school are well protected. Students are confident to speak to adults regarding their concerns. The recent appointment of a school counsellor has strengthened this feature.
- Checking, cleaning and maintaining the site are all carried out to a very high standard. The one-way 'Stop, Drop and Go' procedure for parents to follow in the morning, and the very well-organised arrangements for bus transport, further ensure students' safety.
- Healthy lifestyles are promoted very effectively via school medical staff and visiting professionals. The additional shading of outdoor areas and new canteens have been put in place in response to a growing student population. The school is aware that there are insufficient medical staff to meet these additional students' needs.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Respectful relationships at every level are reflected in the very positive ethos of the school. Any minor incidents of poor behaviour are well managed. In FS, children learn to share and think about how their actions affect others.
- Staff place students' well-being as a key priority. The recent appointment of a counsellor has added a valuable dimension to the guidance and support in all phases. Students' good attendance and conduct are sustained through efficient monitoring.
- The identification of students of determination is efficient, and appropriate support is provided to meet their learning needs. Because the identification of students with gifts and talents is less developed, they do not receive well-targeted, sustained challenge.

For Development:

- Ensure that students with gifts and talents are identified more accurately and provided with regular opportunities to enhance their skills.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
--	------

- Senior leaders assign a high priority to inclusive education practices. Long-term planning is strategic and identifies key points for improvement. The recent reorganisation of learning support assistants (LSAs) into flexible teams is already having a positive impact on students' progress in some primary classes.
- Students' learning needs are identified quickly, and a range of supportive strategies are put in place to help them make progress in lessons and in their personal development. Less developed are the strategies to ensure that the most able students are well challenged.
- Parents are kept very well informed about their children's progress and development through reports and reviews of learning plans. Specialist staff are readily available to offer individual advice to students, but parents do not take full advantage of the general training sessions organised for them.
- Inclusion staff provide sustained high-quality support for students of determination, but support from class teachers remains inconsistent, especially in Arabic. The appropriateness of the modification of classwork to meet the needs of different groups of learners is also variable across classes.
- Work in lessons and in students' books shows that most make at least the expected progress from their individual starting points, and many make better progress than this. Their progress is tracked and monitored with increasing care across the school, and timely adjustments are made to support strategies and learning plans where needed.

For Development:

- Monitor rigorously the support provided in classes for the different ability groups to ensure that work is well matched to their learning needs and that they make consistent progress.
- Sustain efforts to engage parents in training sessions to help them support their children at home.

6. Leadership and management

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

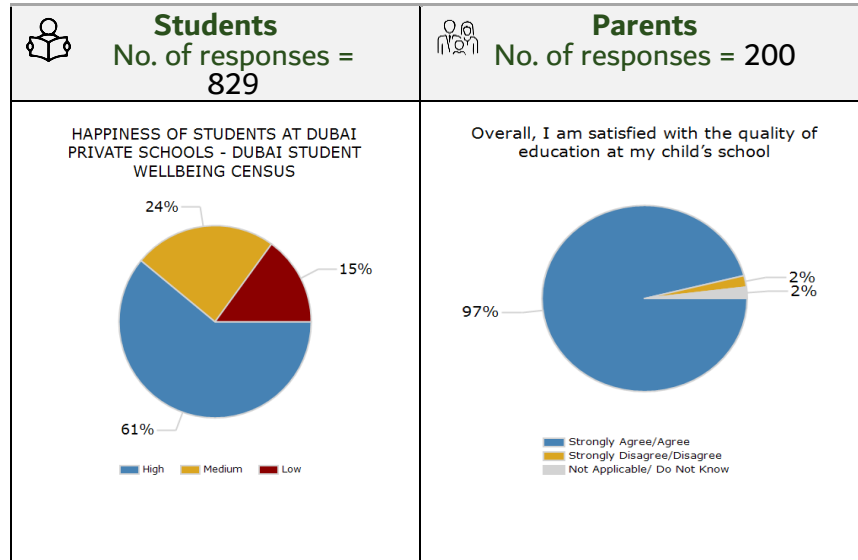
- The principal provides very strong leadership to the growing and developing team of school leaders, who share a clear and inclusive vision for a remodelled school. This vision incorporates a compelling academic plan for the growth of the new secondary phase. The principal is beginning to distribute leadership among other leaders, and most of them skilfully tackle the inevitable challenges they face following the recent introduction of Years 7 and 8. Leaders have the capacity and the capability to improve the school further.
- A systematic approach to self-review enables the school to maintain secure good standards across both the FS and primary phase. The quality of teaching and students' achievements are reviewed effectively by senior and most middle leaders. However, the considerable energy invested in launching a new secondary phase detracts from leaders' abilities to fully address all previous recommendations. Although some school self-evaluations are aspirational, leaders do know where school strengths and areas for development lie, and robust plans are in place to address the latter.
- Parents express high levels of satisfaction with the standard of education and care that is provided for their children. Communication between home and school is consistently efficient and effective, and parents feel valued and included in all aspects of school life. Reporting systems are varied and complementary, and parents regard the student-led conferences and the electronic D6 platform as particular highlights. Parents commend the school for offering exceptional value within a collaborative learning community.
- The governing board is effective. Its membership includes corporate representatives and teachers, alongside parents including an Emirati parent representing a growing cohort of Emirati families. The board scrutinises student performance and follows up other aspects of the school's work. Governors provide a clear strategic vision and fund the school well, investing first in a high calibre of new senior leadership, including those now establishing the new secondary phase.
- The school runs very efficiently, with daily routines that contribute well to the school's harmonious and purposeful climate for learning. In many areas of the building, there are high quality displays of students' work, illustrating sound learning and personal development. Specialist facilities are well-equipped, with sufficient resources to enhance curricular provision, independent and collaborative learning and students' well-being. There is a commitment to leaders' provision of high-quality professional staff development.



For Development:

- Prioritise the improvement of standards of teaching and achievement in the secondary phase, particularly in Arabic, Islamic education and mathematics.
- Ensure that there is always sufficient, valid and reliable evidence to support self-evaluation judgements that align to the inspection framework.

Views of Parents and Senior Students

Before the inspection, the views of 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"> 22 students from year six responded to the survey. All students report that they feel a strong sense of emotional engagement with their teachers and feel safe at school. Most students express a high sense of academic self-awareness and feel that teachers and students treat each other with respect. This concurs with the findings of inspectors in all phases.
 <p>Parents</p>	<ul style="list-style-type: none"> The majority of parents are satisfied with the quality of education that the school provides and report that teachers enable their children to learn effectively. A large majority say that school leaders and staff listen and respond to their views and believe that their children are kept safe at school. Inspectors agree.

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