ACCEPTABLE

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM

NEWLANDS SCHOOL

Contents

School Information

General Information

Location	Al Warqa'a 1
Opening year of School	2017
Website	www.newlandsschool.ae
Telephone	042821200
Principal	David Miles
Principal - Date appointed	16th July 2019
Language of Instruction	English
Inspection Dates	24 to 26 February 2020

Students

Gender of students	Boys and girls
Age range	3 to 13
Grades or year groups	FS1 to Year 8
Number of students on roll	754
Number of Emirati students	38
Number of students of determination	16
Largest nationality group of students	Arab

Teachers

Number of teachers	62
Largest nationality group of teachers	British
Number of teaching assistants	28
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	20%

Curriculum

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GL progress tests, ABT Arabic
Accreditation	Not applicable
National Agenda Benchmark Tests	GLPTE, GLPTM, GLPTS

School Journey for NEWLANDS SCHOOL

■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2019-2020

Summary of Inspection Findings 2019-2020

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	• Attainment in English is weak at the primary and secondary phases. Attainment and progress are acceptable in all other cases. Students' learning skills are adequate in the Foundation Stage (FS) and in the secondary phase, and are good at the primary phase. Skills in independent learning, enquiry and the use of learning technology are underdeveloped. • Students behave well and have positive attitudes to work and to other people, particularly at the secondary phase. They appreciate Islamic values and understand Emirati heritage and world cultures, though these aspects are only acceptable at FS. The school develops students' social responsibility and innovation skills to an adequate degree.

Provision for learners	• Teachers have good subject knowledge and explain things clearly. They do not promote critical thinking or independent learning effectively. They are increasingly using assessment information to match learning tasks to the needs of different groups of students, but this aspect is not fully developed. The school's procedures for assessing students' attainment and tracking their progress are systematic, but teachers' implementation of them is inconsistent. • Senior leaders have focused on improving the curriculum with some success. The structure to promote subject-specific or general learning skills is not fully developed, though this aspect is better at the primary phase. Staff modify the curriculum to meet the needs of different groups to an adequate degree. • Governors and leaders have improved the school's arrangements for health and safety, and these are implemented well by staff at all phases. Child protection is given appropriate attention. Staff care for students and guide them appropriately. Specialists identify barriers to learning and work with teachers to support students of determination adequately overall.

Leadership and management	• Governors have improved staffing and some aspects of facilities. They do not exercise accountability fully. The new principal and vice-principal are working with other leaders successfully to improve partnerships with parents and set the school on a firm foundation for the improvement of teaching and academic outcomes. School self-evaluation includes a range of processes, but judgements are not always accurate.

The best features of the school:

- The effectiveness of leadership in overseeing the rapid growth of the school, supporting new teachers to contribute to effective teamwork, and establishing a strong foundation for improvement

- The effective implementation of the school's arrangements for students' health, safety, care and wellbeing

- Students' good behaviour and positive attitudes to work and to other people, particularly at the secondary phase

- Improved communication with parents and their increased involvement in the life of the school

Key recommendations:

- Improve attainment in English at the primary and secondary phases by addressing gaps in students' knowledge, skills and understanding, particularly in reading and writing.

- Accelerate students' progress in all subjects by ensuring that work is consistently challenging and modified to meet the learning needs of all students.

- Improve the achievement of FS children by improving the curriculum, assessment and teaching.

- Ensure that lessons are more consistently of good or better quality, by spreading the positive practice which exists.

- Ensure that governance systematically holds leaders and teachers to account for the accurate analysis of assessment information and the evaluation of teaching, and uses the findings to target more closely the key areas in need of improvement.

Overall School Performance

Acceptable

1. Students' Achievement

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

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Good	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
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 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.

The school's progression in international assessments	**is below expectations.**

- The school has not yet participated in the Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) tests. The results of two cycles of Granada Learning (GL) tests were below expectations in English, mathematics and science. Students' performance is mostly weak in those tests. Students' achievements in relation to their abilities as identified by Cognitive Ability Tests (CAT4) were better than expected.

Impact of leadership	**is approaching expectations.**

- Senior leaders have completed a National Agenda action plan. All students in Year 2 to Year 8 take CAT4 and those in Year 4 to Year 8 sit GL tests. The information generated is used to determine high and low achievers and targeted interventions. Staff are beginning to use this information to guide teaching and curriculum and to track progress.

Impact on learning	**is approaching expectations.**

- A small number of students are encouraged to think critically and apply their learning to real world issues. Too often, the level of challenge is low and there is little systematic development of the required National Agenda skills. Independent learning and technology skills are developing, but these are rarely practised in classrooms.

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

For development:

- Train teachers to use NAP and other assessment information more effectively to modify lesson planning and enhance students' learning outcomes.

- Ensure that there is a more systematic development of students' skills in critical thinking, investigation and independent research.

Moral Education

- The moral education programme is aligned with the Ministry of Education (MoE) curriculum standards and taught weekly. Occasionally, teachers are over-reliant on the course textbooks rather than adding interest with a wider range of resources and teaching strategies to enliven the lessons.

- Teachers observe and assess students' learning in moral education during lessons and the outcomes are reported to parents. However, there are no formal assessments and so there is no assurance that statements of students' attainment and progress are accurate.

- Moral education is taught as a discrete subject from Year 1 to Year 8. Although the programme is planned to address all key concepts and to support progression in students' learning, lesson plans do not take enough account of the needs of different groups of students.

The school's implementation of the moral education programme is below expectations.

For development:

- Establish reliable procedures for measuring students' attainment and progress through formal assessments linked to the moral education curriculum standards.

- Make more consistent use of a variety of resources and teaching strategies to ensure that lessons are more interesting for students.

Reading Across the Curriculum

- Attainment in reading is below age-related expectations in the primary and secondary phases.

- The school is taking appropriate action to improve literacy levels by using the outcomes of ongoing assessments to intervene where students need support.

- The school has made a good start to address the under-performance of some groups of students, including Emirati students who do not always make best possible progress.

- The school is encouraging enjoyment of reading and extending the diversity of reading material. Guided reading is providing an improved focus on students' acquisition of skills.

- The school is at an early stage in promoting a culture of reading literacy. The Arabic department has taken the initiative in promoting literacy. The librarian creates a positive climate for literacy in the library.

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

For development:

- Provide advice for teachers on the teaching of reading and raise attainment in reading in English across the school, particularly for Emirati students.

- Enrich the library with additional books, particularly in Islamic education and French, and with more history books suitable for older students.

Innovation

- In lessons, teachers most often encourage students to think innovatively in the primary phase. The use and application of learning technologies by students is inconsistent.

- Students increasingly have opportunities to be creative, for example through self-initiated projects, some of which are undertaken at home. An entrepreneurial 'grow your 100 dirhams' challenge is planned.

- Teachers' use of project-based learning is developing. Research into topics such as the work of famous inventors helps students to be innovative in making models to show their learning.

- Students sometimes benefit from opportunities to be innovative, creative or entrepreneurial, but these are not fully embedded in lessons in all subjects.

- Two leaders with responsibility for innovation are beginning to develop the school's culture in a systematic way. Some professional development activities are helping in this regard.

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

For development:

- Encourage students more consistently to use learning technologies to be innovative and creative.

- Implement the plans for entrepreneurial activities, and embed opportunities for this and creative, innovative work more widely.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most primary and secondary students are achieving skills and knowledge in line with curriculum standards. A few students are making rapid progress from their starting points. Internal assessment results accurately reflect students' achievements.

- Students across the phases are developing their memorisation skills well. Students' skills in discussing Islamic concepts using their knowledge are in line with expectations. Skills in expanding their views and perspectives linking with real-life applications are less well developed.

- Tracking students' progress in all skills has had a positive impact on their achievement in most aspects. The ability of secondary students to refer to the Holy Qur'an and Hadeeth is improving. The school is working to set higher expectations in relation to students' achievement.

For development:

- Expand students' knowledge and skills by linking Islamic concepts to real-life applications more effectively.

Arabic as a First Language

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

- Internal assessments, and attainment in lessons and their recent work, indicate that most students meet the minimum curriculum expectations in both phases. Most students make the expected progress in their reading comprehension and literary analysis skills. Progress in speaking and writing skills is slower.

- Most students in Primary are confident in their reading comprehension skills. In Secondary, they can analyse text and respond to literature at an adequate level. Students are beginning to develop their creative writing capacity.

- Recent developments in teaching and a focus on reading and writing are beginning to influence students' skills in speaking and writing in classical Arabic. Inconsistency in teaching and teachers' use of assessment information are slowing progress.

For development:

- Enhance students' language skills by ensuring that the quality of teaching is consistently good.

- Develop assessment processes and utilise assessment information rigorously to inform teaching and curriculum design.

Arabic as an Additional Language

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

- Internal assessment results indicate that most students meet the relevant curriculum standards across the phases. Attainment in lessons and recent work are in line with those results in reading, writing, listening and speaking, according to students' years of study of Arabic.

- Most students make appropriate progress in acquiring speaking, reading and writing skills. Progress in listening and reading comprehension is better. Students can speak and write short phrases or paragraphs about familiar contexts using a model.

- Teaching and assessment practices are increasingly promoting students' progress. There is still some inconsistency in these practices. The limited range of opportunities for speaking and writing are having an impact on students' language skills.

For development:

- Enhance students' language skills through implementing more consistent teaching practices and rigorous assessment processes.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Weak	Weak
Progress	Acceptable	Acceptable	Acceptable

- Most students make expected progress in all phases. Most children in FS develop appropriate reading and writing skills. The proportion of students in the other phases who reach levels of attainment in line with the expected standards is too low.

- Students' listening and speaking skills are generally strong across the school. In Primary and Secondary, reading and writing skills are weaker because students' have gaps in their knowledge of spelling, punctuation and grammar. Their ability to structure pieces of writing in different styles is underdeveloped.

- Inconsistencies in addressing gaps leads to variability across classes in students' progress. Progress in secondary students' writing skills, where there is specialist teaching, is more consistent. In Primary and Secondary, girls make better progress than boys in reading and writing.

For development:

- Raise attainment in reading and writing in primary and secondary through the use of effective strategies to fill gaps in knowledge, skills and understanding.

Mathematics

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

- In all phases, most students make appropriate progress and acquire knowledge, skills and understanding in line with curriculum standards. Few students attain beyond those standards.

- In FS, children can carry out simple additions and are beginning to understand subtraction. Most primary students use simple processes to solve problems. The majority of students can apply their mathematical knowledge to problems and explain their mathematical reasoning. Very few students understand more complex ideas.

- Students' ability to collect and analyse numerical information is improving. Critical thinking skills have improved and, in the best lessons, students challenge and question each other, which leads to better learning.

For development:

- Provide sufficient opportunities for students to develop higher-order thinking and problem-solving skills, with appropriate challenge for all groups.

Science

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

- Internal and external assessment information indicates that most students in all phases achieve in line with curriculum standards across the school. In FS, children develop basic understandings of such topics as floating and sinking, and what plants need to grow.

- Students demonstrate a developing knowledge and understanding of scientific concepts across all phases and have basic investigative skills. In the more effective lessons, students link these concepts to real life situations. However, their application of the scientific method is not well developed.

- Students' critical thinking skills are emerging, especially in the secondary phase. Students use their understanding of scientific concepts to solve simple problems. Their use of technology and their research skills are underdeveloped.

For development:

- Develop students' investigative skills to ensure that they can design their own experiments, make predictions and hypotheses, and draw conclusions from their findings.

- Enhance students' use of technology to develop their understanding of scientific concepts.

UAE Social Studies

	All phases
Attainment	Acceptable

- Most students have appropriate knowledge and understanding in line with curriculum standards. A proportion of the relatively small number of students in Secondary attain beyond those standards, but, overall, less than half do so across Primary and Secondary.

- Students in Year 5 and Year 6 have a well-developed knowledge of the timeline of development of the UAE. Those in Year 8 can speak knowledgeably and articulately about such topics as trade between the UAE and China, differentiating between political and economic relations.

- Teachers have been working to promote students' skills in research and presentation of findings with some success. These skills are not yet fully developed. Assessment results do not fully give insight into students' strengths and weaknesses.

For development:

- Develop students' skills in using learning technologies for independent learning, enquiry and presentation of findings.

- Implement the department's plans for mid- and end-of-term tests, ensuring that they are sufficiently rigorous, and use the results to plan lessons that meet the needs of different groups.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Good	Acceptable

- Students are enthusiastic learners and willingly explain what they learn. Many relate learning to everyday life. In FS, children work happily on their own and with other children. Good learning skills are most often seen in the primary phase.

- Students work well collaboratively, especially in Primary. Skills in problem-solving, critical thinking and independent learning are inconsistent across subjects and phases.

- There are not enough opportunities for students to use learning technology to enhance their independent learning. The school is working to improve this aspect. Most students have a secure understanding of how well they are doing and some can reflect on, and take responsibility for, their own learning.

For development:

- Provide more opportunities for students to use of learning technology to support independent learning.

- Ensure that students have opportunities to reflect on their learning and take more responsibility for improving their performance.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Students have positive and responsible attitudes to learning. They usually demonstrate self-reliance and benefit sufficiently well from critical feedback. Most are self-disciplined and are respectful to others. They apply themselves well, especially in the secondary phase.

- Students have good relationships with their peers and their teachers. They support one another consistently well. Students' commitment to school is reflected in their improving attendance rates. They make healthy food choices.

- The use of digital platforms, such as ClassDojo, and the reward system has a positive impact on students' attitudes and sense of responsibility.

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

- Students in the primary and secondary phases demonstrate a well-developed understanding and appreciation of Islamic values and how they affect life in the UAE. They show respect for UAE heritage and culture. In FS, children's knowledge of UAE culture and heritage is less well developed.

- Most students engage themselves in cultural activities and celebrations. They are knowledgeable about the UAE leaders and their vision of the future, and enjoy celebrating national and international events in the school.

- Students are proud of their own cultures and appreciate the school's multi-cultural ethos. Displays across the school and a variety of extra-curricular activities, reflect adequately their knowledge of culture and civilisations from around the world. Attendance is good.

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

- Most students show appropriate social responsibility. They enjoy participating in a range of activities that enhance their awareness and commitment to the local community. Environmental and sustainability projects are important to them, evident in their participation in desert and beach cleaning initiatives.

- Students are receptive to the school's work in promoting a culture of creativity and innovation. They are proud to showcase their projects, for example in renewable energy, around the school and through participation in local events.

- The student council has suggested ideas to improve their school and their views are listened to. They have provisional plans to increase their contributions. Students donate generously to a number of local charities and are particularly active during Ramadan.

For development:

- Improve students' contributions to the local community by encouraging them to initiate and participate in more projects.

- Improve FS children's knowledge of the UAE culture and heritage.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- In the most effective teaching, teachers use a wide range of assessment information to make sure work is closely matched to students' learning needs. However, teaching is not always challenging enough or modified sufficiently well to support lower attainers.

- Teachers' questioning and use of collaborative work are often effective, promoting understanding, critical thinking and independent learning. This varies across subjects, and occasionally the pace of lessons is too slow. Teaching is usually well organised, but occasionally lower primary teachers do not manage students' behaviour appropriately.

- There have been improvements in teaching recently, and lessons are increasingly matched to students' learning needs. However, teachers do not provide enough opportunities for students to use learning technology to find things out independently.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Teachers use a comprehensive range of internal and external assessments to measure students' attainment across the curriculum. International assessments benchmark students' achievement against global expectations. There is no moderation of teachers' assessments in FS.

- Leaders are starting to analyse assessment results to identify trends over time, to compare the achievements of different groups, and to identify students who need additional support. Tracking of students' progress is a developing feature.

- The use of information about the progress of individuals and groups is underdeveloped. A few students achieve high test scores, but are not supported by enrichment programmes. The marking and feedback policy is not consistently applied. Student self and peer evaluation is not secure.

For development:

- Use assessment information more effectively when planning tasks to meet the needs of all groups of students.

- Ensure that all teachers apply the marking policy requirements when correcting student's work and writing the next steps in a their learning.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Acceptable

- The school closely follows the requirements of the national curriculum for England and the MoE, and meets all statutory requirements. Regular reviews increasingly take account of assessments of students' achievements and lead to improvements, particularly at the primary phase.

- The curriculum in FS is not securely linked to age-related expectations, and does not provide sufficient opportunities for independent learning. In Secondary there are too few opportunities for the development of higher order thinking skills and the skills of enquiry, particularly in science.

- There have been well considered developments in the Arabic curriculum. There are suitable plans to promote the wider experiences of students in the secondary phase with engaging activities outside of normal lessons.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptation is inconsistent across all phases. Although some teachers modify the curriculum to meet the needs of different groups of learners, in most lessons, students' needs are not accurately identified and met fully.

- Opportunities for enterprise, innovation and social contributions are underdeveloped and the use of technology to support learning is not consistent across the school.

- Some examples of purposeful links with Emirati culture and the UAE are evident across the school. The best examples are in UAE social studies, Islamic education and Arabic, but practice is not fully embedded within other subjects.

- Arabic is taught in FS for 100 minutes per week.

For development:

- Modify the curriculum to meet the learning needs of all groups of students and extend opportunities for enterprise, innovation and social contribution.

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

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

- Child protection and safeguarding procedures are thorough. There are regular training and updates for staff. New staff are quickly brought up to date with the school's procedures. Communications with homes and families are good. Issues arise infrequently and when they do, they are dealt with sensitively.

- Staff look after the buildings and grounds carefully. Safety issues are dealt with swiftly. Procedures to protect students from all types of bullying are secure, and leaders review policies frequently.

- The clinic is very well managed. Medical staff deal with students' problems effectively. The school actively promotes healthy lifestyles. Transport to and from school is well organised. Emergency evacuation procedures have been reviewed recently.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Staff promote positive student behaviour across the school and relationships between staff and students are mutually respectful. Procedures to improve attendance and punctuality are successful.

- The school is inclusive and has effective systems in place to identify students of determination and support them. However, the implementation of these systems is inconsistent across subjects and phases. Identification and support for students with gifts or talents are underdeveloped.

- The head of inclusion and two inclusion teachers are qualified counsellors. In collaboration with teachers they promote and monitor student well-being across the school.

For development:

- Ensure that evacuation procedures are reviewed regularly to ensure that they are effective.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school is committed to inclusion. Leaders and governors have overseen significant investment of resources in staffing to develop support systems. The inclusion support team has the capacity to improve the delivery of provision to ensure that practice is consistent across the school.

- Staff use a range of indicators, including observations and screening tools to identify students of determination. Students receive in-class support from teachers and from learning support staff. Procedures for the writing and delivery of individualised education plans (IEPs) are not consistently effective.

- Parents are well informed of their children's progress through formal and informal reports. The school offers a range of workshops and advice sessions to support parents and provide guidance for learning at home.

- The inclusion team write IEPs that provide recommendations for a modified curriculum and specific teaching strategies in lessons. Teachers' implementation of the plans is inconsistent. Specialist resources to support teaching and learning are limited. There are no alternative curriculum pathways for students of determination.

- Assessments are frequent and ensure that teaching is leading to positive student outcomes for those with more complex needs. The process for assessing progress and outcomes for students with less serious difficulties is underdeveloped.

For development:

- Ensure that systems and procedures for identification are applied consistently and provide accurate information that enables teachers and support staff to provide appropriate and consistent interventions.

- Provide a range of specialist resources and technology to support learning.

- Modify the curriculum for students with the most complex needs.

6. Leadership and management

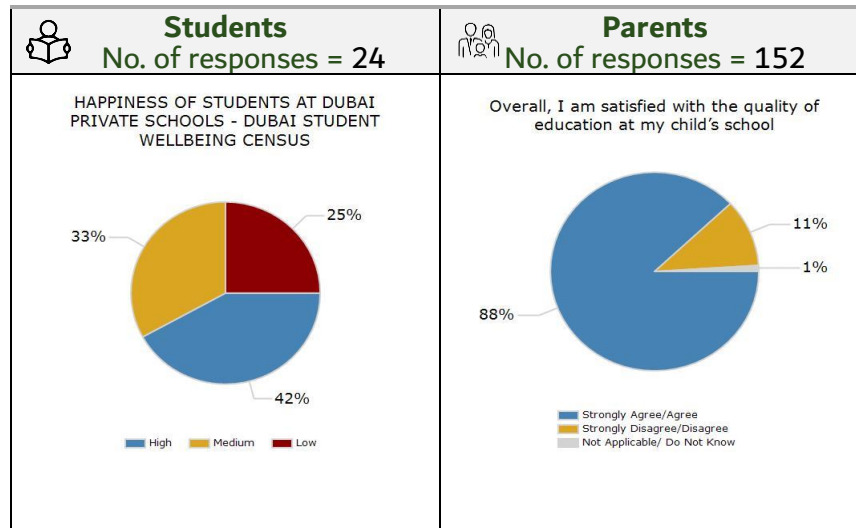|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

- Senior leaders have steered the school through the difficult situation which they inherited when they joined. They have addressed the weak partnerships with parents and there are emerging signs of improvement in the curriculum. The vision for the school is clear, and leaders are committed to the National Agenda and inclusion. Most middle leaders carry out their leadership responsibilities well. Leaders' impact on teaching and progress is not wholly evident.

- Senior and middle leaders work together well to apply a wide range of processes for gathering and analysing information on the school's work. The performance management system is well designed. It includes formal observations of lessons and a plan for supporting teachers to improve. The school operates a wide range of action plans. Staff analyse performance information carefully, but judgements on the quality of teaching and students' progress are overly positive.

- Parents appreciate the various channels of communication with the school, including Parent Involvement Days, rapid replies to emails and a visible senior leadership team. They feel well-informed about their children's learning and progress and how to help them at home. Leaders have not established a parent council to formalise parent-school communication. Community links are developing well but national and international partnerships are underdeveloped.

- Governors have worked effectively with senior leaders to steer the school from an unsteady start though a difficult period when some features were weak. They have ensured that staffing, health and safety, and some aspects of the facilities have been enhanced. Governance is increasingly systematic, for example, through the establishment of sub-committees of the board to oversee key aspects. Governors do not gather the views of all stakeholders systematically or exercise accountability fully rigorously.

- Staff carry out daily management duties effectively. The school is now staffed appropriately and the number of leadership posts has been increased. Professional development training is increasingly effective. The premises are adequate. The rooms in FS are small and there is no immediate access to outdoors. The learning environment is rather dull in some places. The supply of learning technologies for students is not sufficient to support independent learning effectively. Science equipment is only adequate.

For development:

- Gather the views of stakeholders more systematically to help in accountability and support activities.

- Enhance the learning environment with displays of stimulating posters and students' work and projects.

- Ensure that there is a suitable supply of learning technologies for students to use to support independent learning.

Views of Parents and Students

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

Students	• Most students who responded to the survey feel safe in the school. They think that there is a positive ethos and feel a sense of belonging. These views are broadly in line with inspection findings. A majority feel that there is weekly or monthly verbal or social victimisation. The students' response to several questions are less positive than the average for all students in Dubai.
Parents	• Almost all parents who responded to the survey feel that their children are safe in the school. Most are satisfied with the quality of education. They feel that leaders listen to and act upon their views. These views are broadly in line with inspection findings. A large minority have concerns about their limited opportunity for involvement in the school. A minority feel that bullying is an issue.

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