

INSPECTION REPORT

2022-2023



RANCHES PRIMARY SCHOOL

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Arabian Ranches 2, Dubai
	Opening year of School	2015
	Website	www.rpsdubai.com
	Telephone	97144429765
	Principal	Julian Scott Pederick
	Principal - Date appointed	9/1/2019
	Language of Instruction	English
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS 1 to Year 6
	Number of students on roll	905
	Number of Emirati students	3
	Number of students of determination	55
	Largest nationality group of students	UK

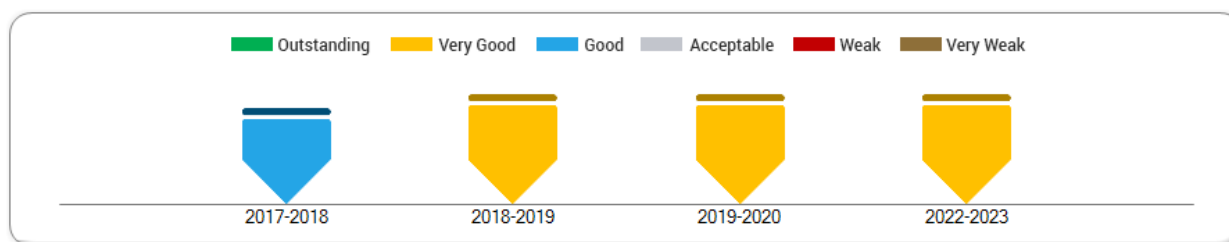
TEACHERS

	Number of teachers	49
	Largest nationality group of teachers	British
	Number of teaching assistants	47
	Teacher-student ratio	1:14
	Number of guidance counsellors	0
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for RANCHES PRIMARY SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Across both phases, students' achievement in the core subjects of English, mathematics and science is very good. Students' achievement in Islamic Education and Arabic is acceptable. In other non-core subjects, including, French, music and physical education achievement is generally strong. Students of determination make very good progress towards their learning goals. Throughout the school, students display very strong learning skills.
- The personal and social development of students is outstanding. Students have a strong voice in the school. Students take action on global and local issues and support local people in the community. Students are involved in a range of regional pursuits and have a strong appreciation and knowledge of the Emirati culture, the heritage of the UAE and the influence of Islamic values on society.

PROVISION FOR LEARNERS

- Across the school and in almost all subjects, teaching is very good. Teachers regularly plan engaging lessons and use resources skilfully to engage and motivate students. Teachers also use effective strategies to meet the learning needs of most students. In the stronger lesson's teachers use information from assessments to plan highly personalised learning for students and maximise their progress.
- The curriculum provides a balance of knowledge, skills and understanding and is successfully planned to meet the needs of students. A wide range of cross-curricular links and extra-curricular provision provide students with a wide range of opportunities and activities. Creativity, innovation and enterprise are provided through most curricular areas and enhanced through the schools' rounded approach to learning.
- The safeguarding, security and safety procedures in the school are rigorous and students themselves report that they are strongly valued and safe. The school places emphasis on providing the most appropriate pathways for all students and ensuring that individual needs are met. The school provides a highly positive and supportive environment in which students' wellbeing is secure.

LEADERSHIP AND MANAGEMENT

- The principal sets a clear strategic direction for the school and has been successful in building a strong team of leaders. Very good standards of academic achievement and student support are features of this inclusive school. Strong governance includes elected representatives. The schools' quality assurance procedures are effective, and well-managed facilities and ample resourcing, support the school in its capacity to improve and grow.

The best features of the school:

- Students high level of personal development, social responsibility and engagement in school life.
- The outstanding partnerships with parents and the community.
- The strong arrangements for safeguarding, child protection and health and safety.
- The commitment of leaders and governors to high standards of personal development and academic outcomes.
- The very good achievement of students in English, mathematics and science in both phases, and improved progress in Islamic education.





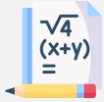

Key recommendations:

- Improve the quality of teaching and learning by identifying and sharing best practice of teaching, learning and assessment
- Improve the use of assessment data by teachers to modify learning to meet the needs of all students including students of determination
- Improve students' skills in Arabic medium subjects through improved leadership, teaching and assessment.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good
Assessment	Very good	Very good

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

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, 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

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not applicable

- The school has maintained high standards in external assessments over the last two years, with the exception a slight dip in mathematics from outstanding to very good in 2022. There has only been one round of TIMSS assessments, therefore, progress cannot be measured.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Careful analyses of data and reviews of available reports enable leaders to identify gaps in students' learning and take prompt action. The curriculum is continually reviewed to ensure that very good progress is maintained.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- Reading strategies have been successful in supporting the steady improvement of all students and, in particular, the rapid improvement of boys' reading levels. The development of critical thinking and problem-solving skills is variable, particularly in lower Primary.

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

For Development:

- Ensure that critical thinking, problem-solving and inquiry led learning are embedded features of all lessons, particularly in lower Primary.

Wellbeing

The overall quality of wellbeing is at a **high level**

- The school has a clear vision and strong commitment to promoting wellbeing, with leaders and student ambassadors collaborating to develop a detailed action plan. While the school does not currently have a wellbeing policy, plans are in place to create one.
- Teachers at the school build strong relationships with their students, thanks to the caring and highly supportive ethos. Additionally, highly personalised communication with parents helps teachers stay informed about their students' lives, enabling them to offer timely and appropriate support as required. Further support is available through the school's mental health first aider and a qualified counsellor.
- Wellbeing topics are explored through events and assemblies focused on moral education. Targeted student surveys and support for social and emotional needs also inform the curriculum, with plans underway to construct a new wellbeing curriculum that will focus on developing specific skills.


UAE social studies and Moral Education

- The school uses the moral, social cultural framework (MSC) which integrates the moral education and social studies curriculum standards. This provides secure learning outcomes for both subjects. The school has recently reviewed the curriculum, which highlighted the need to cover the social studies curriculum in more depth. As a result, moral and social studies have recently been divided and is now taught as separate subjects.
- In the social studies and moral education programmes, lessons are well-planned and organised with learning activities that engage the students. All lessons have learning outcomes specified that align to the standards and are structured to build on students' previous learning. Most teachers provide well-structured and interesting lessons. Appropriate assessment strategies are used to measure students' progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good 

- Primary students demonstrate skills and knowledge in Islamic Education that are in line with the curriculum standards. Learning through the integration of life skills and knowledge is strong for all students. Non-Arab students make better progress than Arab students.
- Students' skills in memorising and reciting the Holy Qur'an are within the range of expectations. Students' continue to develop the skills of reasoning and research, by linking the Holy Qur'anic text to the information they learn. Their levels of understanding of the Prophet's (PBUH) biography and Islamic history fluctuate.
- Students' reasoning outcomes have been positively impacted by the raising of teachers' expectations in some lessons.

For Development:

- Improve students' knowledge and skills by using accurate assessment data to identify and reduce gaps in students' learning.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students' skills across all year levels are at the expected levels of linguistic proficiency. Despite different starting points, students make adequate progress.
- All students in Primary are developing linguistic fluency and confidence in the use of standard Arabic and creative writing. Their understanding of grammatical structures is an area of weakness. The majority of students can read simple texts and express their understanding in simple language.
- Enriching students' reading skills using digital platforms is beginning to improve students' linguistic skills. However, further progress is impeded by the lack of reliable assessment and monitoring of students' skill progression.

For Development:

- Improve lesson planning with a focus on raising the students' levels of proficiency in speaking and in writing.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students' language skills are within the expected levels in lower Primary. They have adequate skills in learning Arabic, but more variable skills, in Years 5-6.
- Students in lower Primary express themselves in simple sentences and can name an adequate range of objects around them. In conversations, they reflect different levels of ability to communicate meaning. As students' listening skills develop, communication improves. Students' writing skills are underdeveloped.
- A particular focus on students with very low starting points in lower primary is having a positive impact on the development of their language skills. However, inaccuracies in modifying the curriculum to take account of students' years of studying Arabic are restricting their progress

For Development:

- Modify the curriculum accurately based on students' years of studying Arabic.

English

	Foundation Stage	Primary
Attainment	Very good	Very good
Progress	Very good	Very good

- Across both phases, internal and external information indicates very positive student attainment. In FS, children's phonic, early writing and speaking skills are well developed. Students in Primary are confident communicators who use a range of vocabulary in their speaking and writing. Boys' literacy skills are slightly below those of girls.
- Students reading and comprehension skills develop well in Primary. In the lower years' students make predictions and inferences about texts and, in the upper years they are able to analyse increasingly challenging literature.
- A concerted effort to develop students' writing skills has had a positive impact on the quality of written work in Primary. Students regularly use guidelines to edit their work and with a clear focus on the correct spelling, punctuation and grammar.

For Development:

- Improve students writing skills with a particular focus on the planning and drafting of writing in Primary.

Mathematics

	Foundation Stage	Primary
Attainment	Very good	Very good
Progress	Very good	Very good

- Students across the school demonstrate a secure knowledge and understanding of number, shape and measure. Internal and external assessments indicates that a large majority of students attain above the curriculum standards and which is confirmed by students' work in lessons and in their workbooks.
- Knowledge and understanding of number are strong across the school. In FS, children carefully count seeds to plant in the garden. By Year 6 most students effectively use their knowledge of number operations to help them to work out how to calculate scaled factors and form algebraic equations.
- The recent emphasis on solving mathematical investigations is resulting in students being asked to explain and justify their mathematical thinking. However, it is mostly the older and more able students who answer the questions.

For Development:

- Encourage and support lower ability students, especially in Primary to think through and explain their mathematical reasoning.

Science

	Foundation Stage	Primary
Attainment	Very good	Very good
Progress	Very good	Very good

- Children in FS enthusiastically observe and describe the changes they see for instance, as ice melts, while those in Yr6 investigate the impact of exercise on heart rate independently. This level of inquiry led learning is not as evident in lower primary.
- Students develop a strong understanding of scientific methodology in FS and in upper primary. Students are confident in making predictions, justifying their reasoning. In upper primary, students independently investigate how they can filter dirty water. These skills are less evident in lower primary.
- Students in both phases think critically. Teachers' use of questioning is variable. In the better lessons, teachers ask open-ended, probing questions that require students to explain and justify their responses. This is not as effective in lower primary where questioning techniques are less secure.

For Development:

- Ensure that students are taught the scientific method sequentially as they move through the school.
- Ensure that the independent investigative skills of students are consistently embedded across the school.

Learning Skills

	Foundation Stage	Primary
Learning skills	Very good	Very good

- Most students enjoy learning and participate with enthusiasm in lessons. They demonstrate very positive attitudes and standards of behaviour. Older students in KS2 review and assess their own learning and solve tasks. Their independent working skills are strong.
- Critical thinking and problem-solving are developing in both phases. . The use of learning technologies by more students is enabling them to access resources and complete learning activities. However, students' use of devices is often limited to accessing a task. Independent research skills are at an early stage of development.
- Effective and purposeful collaboration with other students enables a large majority of students to share ideas and achieve common goals. Most students communicate their learning clearly. In a large majority of lessons, students make meaningful connections between their learning activities and relate them to everyday experiences.

For Development:

- Increase the opportunities for students to use technology to explore their learning independently and extend their enquiry and research skills.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students display very positive attitudes to learning and to school life. They behave extremely well and are very respectful to staff, visitors and other students. They have a strong sense of belonging as a result of very positive relationships with all members of the school community.
- Students are self-disciplined, sensitive and empathetic to the needs of others. They demonstrate high levels of care and support for one another, and especially towards students of determination.
- Most students understand the benefits of healthy eating and of regular exercise. They participate enthusiastically in various sports and extra-curricular activities to support healthy life-style choices. Students' attendance rates are consistently very high, and they arrive punctually to school and to their lessons.

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

- Most students can explore and debate the meaning of Islamic values, such as, kindness, respect and tolerance. However, their understanding of how these values influence contemporary society in the UAE is not as strong.
- Students are very respectful of and appreciate the UAE heritage and culture. They engage in a variety of cultural activities and Islamic celebrations in the school such as, Flag Day and National Day. These strengthen their understanding of Emirati culture and traditions.
- Students in both phases have a well-developed understanding of their own culture and of those represented in school. This is supported by cultural activities across the school for instance, International Day. The awareness of world cultures is stronger in the upper primary years than in lower Primary.

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good ↑	Very good ↑

- Through the student council, students contribute to the decision-making of the school knowing their opinions are valued. Students in both phases participate fully in the community and make a considerable social contribution. Primary students have introduced paper recycling bins while children in FS give presents to people in need.
- Students appreciate the opportunity to have their voices heard and suggestions listened to. They have initiated and lead various entrepreneurial and enterprise projects, for example, Primary students launched and designed friendship and self-reflection benches.
- Students are active in supporting schemes that have raised the environmental awareness of students and their families. Primary students have introduced projects such as, 'Lights out Thursday' and children in FS recycle to promote awareness of the need for sustainability.

For Development:

- Embed in all students the drive to initiate and contribute to conservation in the wider world environment.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good

- Teachers consistently challenge and encourage students to take responsibility for their own learning and engage them in collaborative discussions. Teachers in FS and Primary question more effectively, probing and encouraging students to think carefully and justify their ideas. Teaching strategies to meet the needs of different groups of students are not always effective and particularly in lower primary.
- Teachers have secure subject knowledge and most provide a highly positive learning and academic environment to enable most students to be successful. The learning needs of students of determination are not always consistently met.
- Most teachers promote higher order thinking and critical responses in lessons, although there is some variability. A large percentage of students in Arabic are working in line with expected levels but teachers are not always succeeding in accelerating their progress.

	Foundation Stage	Primary
Assessment	Very good	Very good

- The school's internal assessment processes are coherent and robust. The assessment information is used effectively to identify and address, gaps in learning, in both phases. The school rigorously analyses students' progress, against national and international benchmarks.
- Assessment information provides teachers with a strong picture of students' strengths and weaknesses. However, the use of data by teachers, particularly in lower primary to plan lessons to meet the individual needs of students, is uneven.
- School leaders use assessment information to modify the curriculum. They have introduced a new marking and feedback policy but constructive feedback to students is still variable, particularly in lower primary. Students are routinely involved in assessing their own work, and that of other students in most subjects.

For Development:

- Improve Arabic teachers' expectations of what students can achieve and do.
- Ensure that all teachers use assessment information when planning lessons to address the needs of all learners.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Very good

- The school curriculum has a clear rationale and is effectively aligned to the Early Years Foundation Stage, (EYFS) the National Curriculum for England (NCfE) and the MoE. The broad and balanced curriculum effectively engages and motivates students.
- Students successfully apply their learning across different subjects. For example, using mathematical skills during science lessons to calculate heart rates accurately. Students are well prepared and ready to learn as they move up through school and on to Secondary.
- Following a recent curriculum review English leaders have produced an improved reading and writing progression document and its implementation is beginning to show improvements. Such progression is yet to be seen in Arabic because learning does not always build on what students know, understand and can do.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Very good

- Teachers regularly incorporate modifications into the curriculum. For example, new books selected to appeal to boys and have helped to improve their reading skills. Modifications to support students of determination and lower ability students are not always regularly successful in the classroom.
- The curriculum is well enhanced through the extensive range of the daily extra-curricular activities programme. Links with Emirati culture and society are well established, for example, students visit mosques and enjoy International and Flag Day celebrations.
- Students are now improving their enterprise skills through driving projects such as, 'Lights Out Thursday' to save electricity. FS children have engaged in innovative projects for instance, in washing cars for people who help them. Opportunities for innovation are uneven across school.
- Arabic is taught for 30-minutes in FS1 and 40minutes in FS2 each week.

For Development:

- Build on what students already know and can do in Arabic lessons.
- Ensure that teachers modify the curriculum to meet the learning needs of all students during lessons.

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

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

- The school implements rigorous procedures in child protection which are well understood by all. Staff deal sensitively with student concerns and are trained to ensure the safety of students in their care. The school is very effective in keeping students safe from all kinds of bullying, including cyberbullying.
- The premises and facilities provide a safe and accessible environment that meets the needs of all. Safety checks in and around the school are frequent and thorough. Detailed records of incidents and accidents are recorded, and any subsequent actions are archived and kept securely.
- The school medical staff keep detailed records of incidents and subsequent actions. Physical fitness, healthy eating and healthy lifestyles are promoted throughout the curriculum.

	Foundation Stage	Primary
Care and support	Very good	Very good

- Teachers apply their knowledge of students in conjunction with their wellbeing training to foster strong and purposeful relationships which are based on mutual respect. High expectations, and clear procedures, also support the positive behaviour seen in classrooms and around the school.
- The more able, gifted and talented students are now identified using systematic approaches. Identification of students of determination occurs across a range of academic and non-academic areas. This leads to the creation of exceptionally detailed student profiles with individual student targets.
- The school has a wealth of data and information which is used by most teachers to personalise lessons. However, this personalisation is not consistent and not all teachers design lessons with consideration for the individual needs of students of determination. Students are well-prepared for transfer to their Secondary schools.

For Development:

- Use available information to implement personalised approaches which fully support all students of determination within the classroom environment.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Governors and school leaders are enthusiastic about having an inclusive school. The inclusion department is relatively small but works to ensure the needs of their growing and diverse population is met through their operational work.
- Highly experienced members of the inclusion department identify students internally and in conjunction with external professionals. This leads to appropriate interventions. However, the school does not currently have a broad range of diagnostic assessment tools to support a targeted approach.
- Parents are highly positive about the school's support for their children, praising the school's involvement in designing individualised approaches. Parents can also access training to extend their own knowledge and allowing them to mirror school approaches at home.
- Learning support assistants are well trained and skilful in their approach to individual students. In class and withdrawal lessons are used in a successful manner, providing students with appropriate support.
- The inclusion department has implemented an effective tracking system which monitors students closely at an individual and whole school level. This tracking system incorporates photographic and video files as evidence of student learning journeys, against their individual targets.

For Development:

- Build on the capacity within the inclusion team to enable them to work strategically.
- Expand the range of diagnostic assessments to support the identification, categorisation and targeted interventions for students of determination.

6. Leadership and management

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

- The principal and leaders at all levels set a very clear vision and strategic direction for the school. They have a commitment to high standards and priorities, and those of the UAE. Senior leaders promote a culture of collegiate support and enable individuals and teams to be fully engaged in the drive for improvement. Most leaders' have a secure understanding of the best teaching practices. However, in Islamic Education and Arabic this understanding is less secure.
- The school's quality assurance procedures are very effective and systematic, embracing accurate self-evaluation and involving all stakeholders. These actions generate reliable evidence to identify areas for improvement. Student achievement is very effectively monitored through lesson observation, learning walks and book moderation, building an accurate picture of strengths and areas for improvement. Actions taken by leaders to address issues raised in the previous inspection have been mostly successful, with the exception of raising achievement in Arabic.
- Parents are very strong in their praise for the school and are effectively engaged as partners in their children's learning. They hold the school in high esteem and value that teachers and leaders know their children well and care strongly for their interests. Effective communication ensures parents are well informed of the daily life of the school and the formal reporting on their children's achievements. Links with the local and wider community have been strongly successful in contributing to students learning and their personal development.
- The corporate board has very secure systems and operational checks to ensure the effectiveness of the school. The board has ensured representation from a wider range of stakeholders, including the involvement of parents in key decisions. Systems to ensure that students are provided a powerful voice have also been introduced. Members of the board take on areas of responsibility and conduct walk throughs and monitoring of provision. This information is used well to influence plans for improvement and to hold leaders strongly to account.
- Leaders ensure that lesson resources and facilities promote students' achievements. The daily life of the school is managed through highly efficient routines that ensure smooth transitions. Staffing resources are plentiful in FS, where teachers are well-supported by teaching assistants. There are resource issues to ensure that the Arabic and inclusion departments are fully staffed. The capacity of middle leaders to support new teachers is developing. The school is very well-equipped with high-quality specialist facilities, including, a library, swimming pool and sporting facilities.

For Development:

- Improve the leadership skills of all middle leaders to raise achievement further especially in Islamic Education and Arabic.
- Ensure staffing resources are sufficient to support fully the Arabic, and inclusion departments.

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 QA.Schools@khda.gov.ae