

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

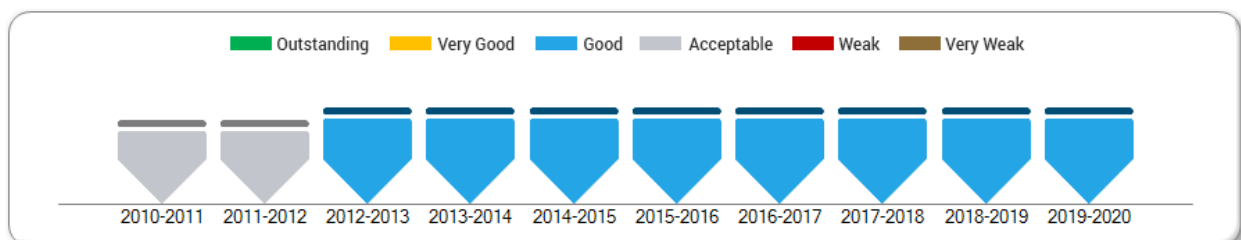
Contents

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

School Information

General Information	 Location	Al Nahda
	 Opening year of School	1992
	 Website	www.pristineschool.com
	 Telephone	+971042674299
	 Principal	Shagufa Kidwai
	 Principal - Date appointed	1/4/2015
	 Language of Instruction	English
	 Inspection Dates	17 to 20 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1524
	 Number of Emirati students	2
	 Number of students of determination	61
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	134
	 Largest nationality group of teachers	India
	 Number of teaching assistants	21
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	2
	 Teacher turnover	24%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	National Curriculum for England
	 External Tests and Examinations	IGCSE, AS/A-Levels
	 Accreditation	None
	 National Agenda Benchmark Tests	CAT4 and GL

School Journey for PRISTINE PRIVATE SCHOOL



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.

Students Outcomes	<ul style="list-style-type: none"> Achievement is best in the Foundation Stage (FS). Students' progress for their starting points in primary and secondary mathematics and science is good, and attainment is very good. In Arabic as an additional language and Islamic education, students make good progress in the primary and secondary phases. Achievement in English is generally better than that in most other subjects, but there is a decline in post-16. Students' personal and social development is outstanding and is well-embedded and aligned with the school's mission statement. Students' understanding of Islamic values is very strong, and better than their awareness of Emirati and world cultures. Students have a well-developed understanding of social responsibility. Students' innovation skills are developing.
Provision for learners	<ul style="list-style-type: none"> Although the quality of teaching varies, it is most effective in the FS and post-16 phases. Most teachers have secure subject knowledge and in the primary and secondary phases, teaching and assessment are good. However, some assessment information is inaccurate and so lesson planning does not meet the learning needs of all students. Curriculum planning is most effective in the FS. Elsewhere, there is a good balance of between the development of knowledge and skills. In Arabic, however, the focus is largely on acquiring knowledge. In the primary, secondary and post-16 phases, the curriculum is not always well adjusted to meet the learning needs of all groups of students. Health, safety and child protection arrangements are outstanding throughout the school. On a daily basis, security and maintenance procedures ensure that the school is very safe. Students' physical well-being is given a very high school priority. The identification of students' educational needs, including students' of determination, is developing well. In the post-16 phase, there is high-level pastoral care, guidance and support.
Leadership and management	<ul style="list-style-type: none"> Leaders work towards achieving the school's vision and mission statements. Their responsibilities are distributed wisely, and communication among leaders is well developed. The impact of leadership is greater in the FS and post-16 phases than in the other phases, but improvements are seen in reading across the curriculum.

The best features of the school:

- Children's very strong outcomes and the stimulating learning environment in the FS.
- Students' excellent personal and social development
- The high-level safety arrangements, including the arrangements for child protection and safeguarding.
- Students' very good attainment in English, mathematics and science in the primary and secondary phases.








Key recommendations:

- Ensure that teaching is consistently of the highest quality, leading to equally rapid progress in all subjects.
- Ensure that all assessment information is accurate and used effectively to inform rigorous processes of self-evaluation.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↓	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Very good	Very good	Very good	Acceptable ↓
	Progress	Outstanding	Very good	Very good	Good ↓
 Mathematics	Attainment	Outstanding	Very good	Very good	Good ↓
	Progress	Outstanding	Good ↓	Good ↓	Very good
 Science	Attainment	Very good	Very good	Very good	Good ↓
	Progress	Outstanding	Good ↓	Good ↓	Very good
 UAE Social Studies	Attainment	Good			

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding ↑	Good ↓	Good ↓	Very good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good ↓	Very good
Assessment	Outstanding	Good ↓	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good ↑	Very good
Curriculum adaptation	Outstanding	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Good	Good	Very 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			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 (N.A.P.), 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

Schools progression in international assessments

is above expectations

- The 2015 results in the Trends in Mathematics and Science Study (TIMSS), placed the school at the Advanced International benchmark. In the 2015 Programme for International Students Assessment (PISA) tests, the school did not meet targets in science and reading, but exceeded the target in mathematics. Attainment in all subjects on N.A.P. tests is outstanding. When outcomes are compared with measures of cognitive potential, the large majority of students exceed expectations.

Impact of leadership

meets expectations

- The leadership team supports the vision and goals of the National Agenda. The action plan identifies the necessary interventions and processes for monitoring and measuring outcomes. However, the analysis of available assessment information, and its use to inform changes in teaching, to meet the learning needs of individual students is underdeveloped.

Impact of learning

meets expectations

- The skills of critical thinking, enquiry and higher-order thinking, are developing features at the school. Opportunities for problem-solving in mathematics are increasing. Research skills are better developed among older students. The use of technology and other resources to enhance learning, is sometimes limited by the lack of available resources.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Conduct a thorough analysis of the PISA 2018 and TIMSS 2019 results to ensure continuous high performance in international benchmark assessments.
- Provide training for teachers on the use of assessment information to modify teaching methods to meet the needs of all students.
- Increase opportunities for students to develop and apply their critical thinking, independent inquiry, and research skills.

Moral education

- The moral education programme is taught from Year 2 to Year13 for one discrete lesson per week. Students have opportunities to make links to their personal experiences and to other subjects. This is supported by the strong, caring values embodied in the school's ethos.
- Teachers use the moral education textbook, supplemented with worksheets, to plan lessons. There is some evidence of critical thinking being used to ensure that groups of students are challenged in their learning.
- Teachers' day-to-day assessments in lessons and at the end of topics enable students' progress and attainment to be tracked. In the primary phase, descriptive feedback is shared with parents and helps students understand their personal strengths and areas for development.

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

For development:

- Ensure that teaching takes account of students' previous learning, and strengthens the applications of moral values to the wider world.

Reading across the curriculum

- Assessments of reading competence indicate that students' basic and advanced reading skills are developed more rapidly in English lessons, than in first-language Arabic lessons.
- There is an overall improvement in students' reading competence, including that of boys and students of determination, and especially of inferential reading in secondary English.
- In almost all subjects, teaching develops students' understanding and use of subject-specific vocabulary. However, this is not consistent in science and in the post-16 phase.
- Students develop a love of reading in both English and Arabic through a range of imaginative, motivating, and engaging reading experiences, including library-based competitions.

The school's provision, leading to raised outcomes in reading across the curriculum is well-developed

For development:

- Ensure that in the secondary phase, the teaching of reading in Arabic explicitly addresses higher-order reading skills.
- Ensure that all teachers regularly review and develop their support for students' subject-specific reading skills. .

Innovation

- Students in all phases, generate original ideas and collaborate creatively with peers to explore solutions to problems. Some post-16 students plan innovative ideas and present these to high-profile companies.
- Social responsibility is better developed than innovation skills, because most innovation activities take place outside normal lessons and are not fully embedded in all subjects.
- Opportunities for students to generate creative ideas, and use critical thinking skills, are not developed adequately.
- A few teachers' plan opportunities for enterprise and innovation and their students sometimes use technology to learn about coding, engineering, and the use of software.
- Leaders have a clear focus on innovation. This is promoted mainly outside normal lessons through a wide range of extra-curricular opportunities in a variety of projects.

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

For development:

- Provide more frequent opportunities for innovation in lessons.
- Increase the availability and use of technology to support the development of innovations skills.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment information indicates that attainment levels are above the expected standards in all three phases. This is confirmed by the findings of lesson observations and the scrutiny of students' work.
- Primary students demonstrate good understanding of Seerah and the application of Islamic values in their daily lives. In the secondary and post-16 phases, students develop their skills in deducing the main idea and key points in a given verse from the Holy Qur'an or Hadith. Students' Holy Qur'an recitation skills are developing well.
- Students develop their research and presentation skills when researching the biographies of different scholars in Islam. However, students' work sometimes lacks the expected depth, especially in upper secondary and post-16 phases.

For development:

- Provide students with more opportunities to develop their research skills so as to improve the presentation of their opinions with reference to the Holy Qur'an and Sunnah.

Arabic as a First Language

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

- Primary students have good reading comprehension skills. The attainment of secondary students is broadly within the expected levels. A significant number of students have gaps in their higher-order reading skills, for example in inferential reading.
- Primary students demonstrate an appropriate understanding of grammar in their writing. Although secondary students can write an adequate amount of text, the quality of their writing is inconsistent. Older secondary students can reflect on their understanding verbally in English, but struggle to elaborate using classical Arabic.
- The school has recently introduced an online reading platform to encourage students' engagement with the language and to develop students' reading skills across both phases. This development is too recent to have had a measurable impact on students' achievement.

For development:

- Ensure teachers' lesson planning enables all groups of students to make consistent gains in Arabic language skills.
- Provide consistent opportunities and effective guidance to improve students' writing and higher-order reading skills.
- Provide more opportunities for lower secondary students to speak Arabic, using extended responses that are clearly articulated.

Arabic as an Additional Language

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

- Primary students display secure confidence in applying their knowledge of the language. Secondary students are able to listen to, and understand, spoken Arabic, and respond appropriately. However, their responses often lack accuracy.
- Primary students are developing their knowledge of words and grammar at a good rate and applying these correctly in sentence formation. In the secondary phase, students' skills in reading familiar texts are secure, but their independent writing lacks richness and precision.
- School initiatives to increase students' appreciation of the Arabic language and develop their language skills are becoming popular among students. However, the impact of these developments is not reflected in students' achievement, especially in the secondary phase.

For development:

- Increase opportunities for the development of students' independent speaking and creative writing skills, coupled with effective guidance on how to improve, especially in the secondary phase.
- Improve the use of assessment information to identify gaps in students' learning and guide lesson planning to close those gaps.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Acceptable ↓
Progress	Outstanding	Very good	Very good	Good ↓

- A large majority of students in the FS, primary and secondary phases attain levels above the expected standards. In the post-16 phase, most students are working in line with expected standards.
- In the FS, children know letter sounds and use these to read and write simple words and sentences. In the FS and lower primary phases, students create alternative fairy tales. In the primary and secondary phases, students write for different audiences and purposes.
- The large majority of primary and secondary students make very good progress. They identify the key features of different types of writing and use these to good effect in their own compositions. Although progress slows in the post-16 phase, higher attainers enjoy debates with their classmates.

For development:

- Ensure that all post-16 students make accelerated progress to assist them achieve higher grades in AS/A-level examinations.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Very good	Very good	Good ↓
Progress	Outstanding	Good ↓	Good ↓	Very good

- In all phases, the majority of students attain above the expected standards. Attainment in external benchmarked assessments is consistently strong. Attainment and progress are strongest in the FS. Students' progress from their starting points is less strong in the primary and secondary phases.
- Numeracy skills are well developed throughout the school. Primary students are confident with shapes and measurements. Older secondary students solve both linear and quadratic equations confidently. Post-16 students are able to solve trigonometric and differential equations.
- In all phases, students use appropriate mathematical language to communicate their learning both verbally and in writing. However, insufficient opportunities are provided during lessons for investigative activities and the wider applications of mathematics. Development of age-appropriate critical thinking skills is strongest in the FS.

For development:

- Provide more learning tasks that enable students to develop and apply their critical thinking and investigative skills.
- Improve students' access to, and use of, technology in lessons.
- Ensure that the level of challenge in lessons allows all groups of students to progress to their full potential.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Good ↓
Progress	Outstanding	Good ↓	Good ↓	Very good

- In all phases, achievement varies but is never less than good. Progress is most rapid in the FS and post-16 phases. Progress is not so strong in the primary and secondary phases, although attainment remains high.
- Progress by primary and secondary students is limited by insufficient development of higher level critical-thinking and problem-solving, and too much use of teachers' worksheets. The expectations of students' presentation of written work are not high, so students do not always present their work with sufficient care.
- Students are generally keen and enthusiastic learners. When asked questions individually, they display a stronger knowledge of science than they exhibit in many lessons.

For development:

- Develop students' critical-thinking, problem solving, and investigative skills as the starting points for more effective learning and deeper understanding.
- Require students to set out their work with care, especially in investigative work, and include results and conclusions where appropriate.
- Improve students' use of technology for better research, presentation and handling of numerical information.

UAE Social Studies

All phases

Attainment





Good

- Assessment information indicates that students' attainment is consistently above expected curriculum standards. In contrast with the good assessment outcomes in upper primary and lower secondary, students' attainment in lessons, and in their recent written work, is less strong.
- Students attain well in most aspects of the UAE social studies curriculum. Younger students enjoy learning about landforms such as mountains, valleys and dunes. Older secondary students engage well with innovative 'blue-sky thinking' for future business opportunities. However, these exercises are not linked closely enough to the required standards.
- In the upper primary and lower secondary phases, students give sophisticated explanations of the UAE's economic development since the Union. They can explain the added value of infrastructural development. Their attainment is best, when topics link clearly to the required standards and students know what is required for success.

For development:

- Ensure that all students are consistently challenged to acquire deeper knowledge and understanding and can demonstrate this in writing.
- Improve students' abilities to apply their critical thinking skills with discipline and rigour to tasks and activities that are linked clearly to the required standards.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding 	Good 	Good 	Very good 

- There are inconsistencies in learning skills between subjects and phases. Students are very keen and sometimes take responsibility for their own learning. There is strong active learning in English and the FS, because students competently conduct simple investigative activities and ask questions confidently.
- Students are mostly well-motivated but, in some lessons, only follow the teachers' instructions. Students work well together and happily share ideas and resources. They discuss topics and explain their findings well.
- Connections between subjects are sometimes made well but critical thinking opportunities are under-developed. In FS and lower primary, investigation and play are strong features but there is limited independent learning in primary and secondary mathematics and science. The use of technology as a research tool varies across subjects and phases depending on the availability of resources.

For development:

- Improve the quality of learning opportunities for critical-thinking and investigations, across all subjects and phases.
- Improve the availability of technology to all subjects and provide more opportunities to use it.

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

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

- In the FS, children are confident and sociable, and their enjoyment of school is demonstrated through their positive attitudes towards learning. All students demonstrate exemplary behaviour inside and outside lessons. Their enthusiasm for school is shown through their good attendance and punctuality.
- Excellent relationships between students and adults is a common feature. Students report that they feel heard, valued and supported by staff. In turn, they demonstrate similar values of genuine care, compassion and support towards their fellow students, including students of determination.
- Students benefit greatly from out of classroom activities that encourage physical exercise. They enjoy competing in internal and external sports competitions. Their learning experiences help them to practise and promote safe and healthy lifestyles.

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

- Students across the school have a very secure understanding and appreciation of Islamic values and how these are embedded in their everyday lives. They talk about tolerance as a core foundation of the UAE where all people are respected, regardless of their backgrounds.
- Students demonstrate great respect and awareness of the Emirati culture and heritage. Most students participate and engage in a number of cultural activities, visits and competitions. These help strengthen their understanding of Emirati culture and traditions.
- Students share their appreciation of Dubai's cultural diversity whilst exhibiting pride in their own cultures. Most students can compare and contrast among different cultures highlighting traditional characteristics and norms. School displays and learning experiences, such as Project Travel Quest, further broaden their knowledge of other cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- The student council contributes to the school's decision-making. The council's opinions are valued. At all levels, students actively initiate and participate in voluntary activities, making positive contributions locally. These result in social benefits for less fortunate members of the community.
- Students are resourceful, innovative and creative. In all phases, students participate in projects such as The Joy of Sharing in the FS and in the Project Design Space in the post-16 phase. Strong, caring, values are present and are well embedded in the school's ethos.
- Students demonstrate a strong awareness of environmental issues and explain how the Dubai community and the school address current challenges, through initiatives such as StepUp Dubai. They participate enthusiastically in conservation schemes such as CleanUp drive and Green Rangers.

For development:

- Increase opportunities for all students to initiate and lead activities that promote innovation, enterprise, and entrepreneurship.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good ↓	Very good

- Overall, teaching is more effective in the FS and post-16 phase than in the primary and secondary phases. Teachers' strong subject knowledge is used effectively in lesson planning in most subjects. Many teachers ask questions skilfully to probe students' understanding. Some teachers over-direct learning, preventing students from working things out for themselves.
- In English, individual needs are met well, but in other subjects lower attaining students are sometimes not supported and high achievers are not challenged sufficiently. Occasionally, teachers' explanations are too long, which restricts students' contributions.
- Although many topics that make reference to UAE culture promote deeper thinking, in most subjects, critical thinking is under-developed. The use of technology for research, problem solving, and recording numeric information is also underdeveloped.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good ↓	Good	Good

- Internal assessment processes are mostly clear and consistent. The use of assessment to support achievement is most effective in the FS. Assessment is generally linked well to the curriculum standards. However, this is less evident in Arabic languages and Islamic education.
- The school participates in a wide range of national and international benchmarked assessments. The accuracy of the analyses of these assessments is improving and has resulted in a less generous primary assessment. The quality of the written feedback provided to students through the marking of their work is inconsistent across subjects.
- The school uses assessment information to make changes, where necessary, to what is taught. The use of assessment information in lessons to ensure individualised support is a developing feature in the primary, secondary and post-16 phases.

For development:

- Enhance the quality of students' learning skills through improved support and challenge in lessons, especially in the primary and secondary phases.
- Strengthen teachers' understanding and use of assessment information to enable greater progress for all students.
- Improve the accuracy of internal assessments of students' achievements by correcting the method of calculation.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good ↑	Very good

- Across all phases, the curriculum places emphasis on the integration of subjects within a theme. This approach links students’ physical, creative and practical experiences, and provides a mostly good balance between the development of knowledge and skills.
- Students opting for a science, technology, engineering, and mathematics (STEM) pathway in the post-16 phase experience a rich and fulfilling curriculum, including numerous competitions and external partnerships. Opportunities to initiate and access such innovative ways of learning are limited in the other phases.
- Since the previous inspection, the school has developed and enriched its curriculum in all phases and most subjects. It is successful in meeting the learning needs of most of its students through improved planning and greater opportunities for innovation and enterprise resulting in a multitude of projects using Microsoft SWAY.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Good	Good	Good

- The school is mainly successful in meeting the needs of almost all groups of students. This is particularly evident in the FS and in English in the primary and secondary phases. In the most effective lessons, teachers successfully adapt learning activities to match all levels of ability.
- Students are provided with opportunities for enterprise and innovation through a multitude of projects, although mostly outside normal lessons. Across the school, students use technology to learn about coding, engineering and audio editing for voiceovers, blogs and podcasts.
- There is a small range of arts, physical education and science-based extra-curricular activities available for students. Some subject plans make clear links with the history and traditions of the UAE. However, this is not a consistent feature across all subjects.

For development:

- Ensure that all curriculum and lesson plans are suitably modified to meet the learning needs of all groups of students.

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

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

- The school's safety procedures are secure and all students, parents and teachers are aware of the school's safeguarding policies. The policies are reviewed every year and updated as necessary. Rigorous systems ensure students are safe on school transport.
- School buildings and grounds are generally clean and well-maintained. Maintenance record keeping is efficient. Medicines in the clinic are stored securely and students' health records are stored safely. However, the students' washrooms sometimes lack adequate toiletries.
- The school's assemblies and other activities, such as Happy Feet Mornings and Wellness Wednesdays, raise awareness about the importance of healthy lifestyles. The anti-obesity programme encourages students to make healthy eating choices.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Good	Good	Very good

- A combination of external assessments, and parents and teachers observations, as well as the use of diagnostic tools, help to identify students of determination on entry to the school. However, procedures for the identification of students with gifts and talents are less well developed.
- In all phases, the personal and social development of students of determination is a priority for teachers. However, in both the primary and secondary phases, the support for the academic development of students of determination is not targeted closely enough.
- The positive and caring school environment promotes a high level of guidance and support for most students. This is particularly notable in the post-16 phase, where additional staffing has strengthened counselling and career guidance for students.

For development:

- Ensure that adequate toiletries are always available in all students' washrooms.
- Improve the consistency of support for students of determination and the procedures for identifying and supporting students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has a dedicated Inclusion Governor, who is supported by parent and teacher representation. The Inclusion Champion works effectively with the inclusion team. Targets set in the action plan are appropriate, but strategies and steps to achieve these targets are vague.
- A robust range of assessment processes are used for identification. Other than in the FS, planning and strategies to meet the learning needs of students are not well focussed. Not all teachers have the skills needed to maximise learning outcomes for students of determination.
- Communication with parents is very good. Parental involvement is at the core of planning for students of determination. There are high levels of satisfaction among parents in relation to the guidance and support both for themselves and for their children.
- There is effective collaboration between leaders of provision and learning support assistants in the FS. The quality support for students' individual needs is inconsistent in other phases. Expectations are high but modifications to enable students to achieve those expectations are not always appropriate.
- The targets in students' individual education plans (IEPs) are not clear enough. Students' progress is carefully monitored and older students, in particular, are moving closer to age-related expectations. The school strives to develop self-reliance among students of determination. This is successful for some students.

For development:

- Provide teachers with high quality professional training to improve their skills in supporting students of determination in lessons.
- Develop more stringent methods for monitoring and evaluating teachers' planning and interventions to ensure better quality provision.

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	Good

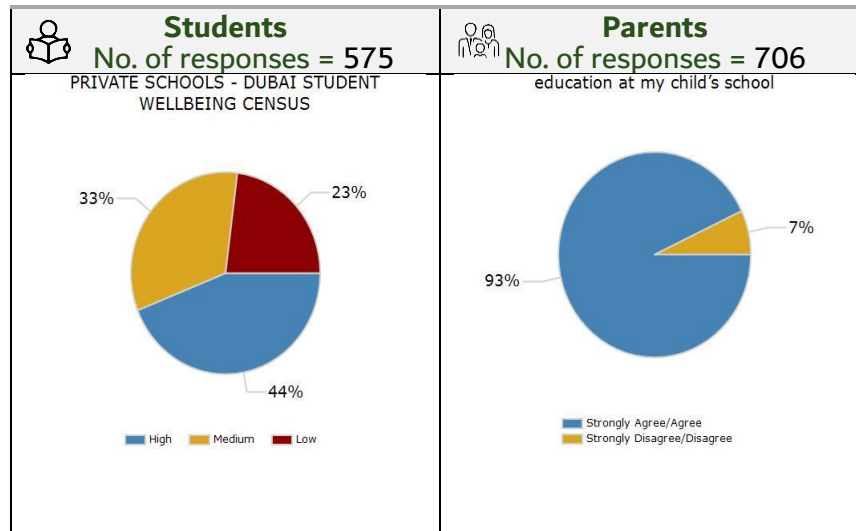
- The principal and senior leaders share a strong vision for the school in all aspects of students' education. The pursuit of excellence is at the centre of leadership. This is enhanced by the well-established relationships at all levels, where interactions are very positive. The capacity of leaders to improve is mixed. The impact of leadership on students' achievement is variable across the phases. It is mostly good but is best in the FS and post-16 phases.
- The school has a collaborative process for self-evaluation. Some self-evaluation judgements are too generous and lead to planned actions that do not fully address key priorities. The identification of teacher development needs is inaccurate because peer observations are insufficiently focused on the impact on outcomes, especially in the primary and secondary phases.
- Parents are involved in supporting the school's ongoing development. They have a positive influence on improvements in their children's reading skills in English and Arabic. They are happy to assist their children's ongoing improvement on social and academic levels. Communicating and reporting to parents is developing. The school has a wide range of partnerships at local, national and international level. These are all focused on enhancing the educational experience of students.
- Governance includes representatives from key stakeholders, including parents, students and staff. School owners are developing consultative links with the other stakeholders. The owners are aware of the challenges facing the school. Governors hold school leaders to account through school inspection reports and regular surveys of parents. However they do not gather first-hand evidence themselves. The owners have a long-term commitment to school improvement but rely very much on school leaders to ensure it.
- The school operates very well on a day-to-day basis. There are improved resources, especially in technology. Professional development for teachers is prioritised but lacks some focus. This is a developing area. Some physical education resources are not used to full effect for the benefit of students. In some lessons, resources are not sufficient for students to work individually on tasks within group activities.



For development:

- Improve the accuracy of self-evaluation so that targeted action can be taken to raise achievements of more students.
- Involve governors directly in school evaluation processes.
- Improve reporting of academic progress to inform parents better about what and how students can improve.
- Use resources more effectively to support students' learning, and target professional development of teachers more closely on improvement of teaching skills.

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	<ul style="list-style-type: none"> Students who responded to the student well-being survey indicated that they feel safe at school. Bullying is not seen to be an issue. Students enjoy a positive social climate, both with close friends and wider friendship groups. They remain confident in their abilities to learn effectively and feel positively engaged by their learning experiences in school.
 Parents	<ul style="list-style-type: none"> Almost all parental survey respondents are satisfied with the quality of educational provision, and most agree that it represents value for money. Almost all agree that teachers develop students' learning skills well, and school information helps parents to support their children's learning. The same proportion believes that children are kept safe at school. Most consider that students are respectful and helpful towards one another.

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