

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



INSPECTION REPORT

2017-2018

Foremarke
School

Celebrating
10 years of
inspections



Contents

School information.....	3
The DSIB inspection process.....	3
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

General information

Location	Al Barsha South
Type of school	Private
Opening year of school	2013
Website	www.foremarkedubai.org
Telephone	04 426 9393
Address	Dubailand
Principal	Naomi Williams
Principal - Date appointed	4/1/2016
Language of instruction	English
Inspection dates	08 to 10 January 2018

Teachers / Support staff

Number of teachers	64
Largest nationality group of teachers	British
Number of teaching assistants	18
Teacher-student ratio	7.6
Number of guidance counsellors	0
Teacher turnover	15%

Students

Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	482
Number of children in pre-kindergarten	0
Number of Emirati students	7
Number of students with SEND	17
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GL, CAT4
Accreditation	IAPS
National Agenda benchmark tests	GL

School Journey for Foremarke School

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



2015-2016



2016-2017



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Foremarke School was inspected by DSIB from 08 to 10 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is successful in delivering its core principles of aiming high, respect for all and enjoyment, whilst thriving in an international setting. Leaders, inspired by the headteacher, are very successful at improving many aspects of school performance. In partnership with parents and supported by effective governance, they are particularly successful in the creation of a culture of innovation within the school.

Students' achievement

Students' attainment and progress, across both phases, continue to be predominantly very good or better in English, mathematics and science. In Islamic education and Arabic as an additional language, students make good progress from their frequently low starting points, to reach acceptable attainment. In Arabic as a first language, students make progress at acceptable levels. Students are developing strengths in independent learning and risk taking.

Students' personal and social development, and their innovation skills

In line with the school mission, students have well developed self-discipline, are polite and respectful and show great resilience in their learning. Students in the primary phase have an improved knowledge and understanding of their local context from previous years. They are also extending their involvement in the local and wider communities, making good use of the potential of their technological tools and apps.

Teaching and assessment

The quality of teaching continues to be very good in most subjects and across both phases. Learning is meticulously planned to engage students' curiosity and interest. Assessment of progress is on-going and often allows students choices of how to show their learning. In the primary phase, assessment information is utilised by teachers to adapt their planning to meet the individual needs of students.

Curriculum

The curriculum is regularly reviewed on the basis of students' performance. The curriculum builds on what students know and can do. Students can make connections between its different elements and with real life, making learning more meaningful. Links with Emirati culture and opportunities for students to develop entrepreneurial skills are improving.

The protection, care, guidance and support of students

High levels of care and guidance ensure that students' good behaviour and well-being are sufficiently well-promoted. Students with SEND are welcomed into the school. Further training for all staff results in more accurate identification of students' needs. Improved individual education plans, give clearer guidance to class teachers and lead to students making good progress.

What the school does best

- Progress against the UAE's National priorities, which is above expectations
- In both phases, students' behaviour and attitudes to learning are exemplary
- Leadership is quickly improving overall school performance. Particularly impressive are the students' achievements in external assessments in English, mathematics and science
- Standards of care and systems of guidance for all students are excellent, The school prioritises the safety and safeguarding of students
- The efficient management of all aspects of school, the high calibre and training of staff, the quality of accommodation and sufficiency of resources enable effective learning

Key recommendations

- Improve progress in Arabic as a first language by:
 - enabling teachers to make better use of initial assessment and cognitive ability results;
 - matching students' learning to their needs;
 - adapting provision according to performance.
- School leaders should review the curriculum for teaching Arabic as an additional language so that students' language skills are progressively built, with appropriate levels of challenge.
- Leaders should support, and monitor improvements to the performance of and provision for children in the Foundation Stage so that, at least, they reach a similar level to those in primary.
- Leaders should establish more appropriate and effective systems to measure and record the progress of students with SEND.

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	Good
English 	Attainment	Very good	Outstanding ↑
	Progress	Very good	Outstanding ↑
Mathematics 	Attainment	Very good	Very good
	Progress	Very good	Very good
Science 	Attainment	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	Good	Very good ↑

3. Teaching and assessment

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in English, mathematics and science when measured against the National Agenda Parameter (N.A.P.) is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders have an excellent understanding of the National Agenda and the importance of data analysis. This is evident in the planning and the extensive staff training that takes place.
- Both the CAT4 and the GL progress tests are analysed in detail and the information is disseminated to all teachers to enable them to personalise the provision for students.
- All subject leaders align the curriculum with the necessary skills requirements in response to analyses of the benchmark tests.
- Teachers are increasingly aware of the need to make the students think critically and lessons are generally more enquiry-led, with individuals placed firmly at the heart of the learning process
- The use of ICT for research, homework, communication and feedback, appreciated by parents, is being effectively used to enhance the learning of the students.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

- Through the school's established assessment and monitoring systems, school leaders and governors carefully check that each Emirati student is receiving appropriate, personalised support. The school has a strong partnership with parents and they receive comprehensive information about their children's achievements. However, the school does not share cognitive assessment data with them.
- Emirati students, in common with their peers, have positive attitudes to school. They engage well and enjoy taking responsibility for their own learning in a way that is proportionate to their age and stage of development. School leaders ensure that they analyse, evaluate and share relevant data with teachers. This information is routinely used in lesson planning across the school.
- Teachers have a good understanding about the individual strengths and areas for development of those students in their classes. They are skilled at planning and delivering learning that is matched to individual needs. However, the curriculum for those Emirati students who do not speak Arabic as their first language at home, is not always sufficiently modified to meet their needs.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education programme is integrated across a range of subjects, discrete moral education lessons, assemblies and into the well-understood school values and ethos.
- Lessons are well planned. Teachers supplement the curriculum textbooks with additional resources, which interest and engage students.
- Teachers plan opportunities for students to apply their knowledge and skills to personal, local and global contexts. Students actively participate in lessons, and are keen to give opinions and share information.
- The school is currently evaluating ways of assessing students' learning in moral education.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies curriculum is very well planned to deliver an appropriate balance of knowledge and skills. There are many relevant, cross curricular links built into the programme.
- Teachers plan purposeful lessons, which engage students in challenging activities. They supplement the UAE textbooks with high quality, additional materials. These motivate students and enable them to become successful learners.
- Students frequently collaborate well with each other. They possess skills of independent learning and use technology in innovative ways, to support their learning.
- Increasingly, assessment information is used to make appropriate adaptations to the curriculum. Teachers trial various strategies to measure students' progress against the UAE social studies learning outcomes.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Many students accept the challenge to take risks. They use technology in creative ways, to demonstrate their learning and support innovative thinking.
- Innovation and enterprise clubs support students in developing the skills for 21st century living.
- Investigative work is well established, and students are encouraged to be creative in their thinking. Teachers use questioning frequently and capably which fosters divergent thinking.
- Imaginative ways to collaborate, such as 'Connecting Writers', virtual reality exhibitions and the development of a digital learning curriculum, all contribute effectively to promoting innovation in the school.
- Leaders demonstrate and model ways in which technology, for example, through the 'Learning to Connect' project, can enhance learning and contribute to creative thought.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑

- Based on accurate internal assessments, work scrutiny and what is seen in lessons, it is evident that the majority of students make good progress, from their starting points, and go on to reach expected curriculum standards.
- Most students can memorise prescribed verses of the Holy Qur'an, applying recitation rules. In Years 5 and 6 they can apply Islamic concepts to their daily lives. Students from Years 1 to 4 can recall the life story of Prophet Mohammad (PBUH.)
- Teachers increasingly ensure understanding of the vocabulary of the Holy Qur'an's prescribed verses and the overall meaning of Islamic concepts, such as honesty, and forgiveness. This results in has improved rates of progress for the majority of students. However, students' ability to make appropriate references to the Holy Qur'an and Hadeeth is less strong.

For development

- Provide students with frequent opportunities to deepen their understanding of and ability to use references from the Holy Qur'an and Hadeeth.

		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- For the small number of students who study the subject, attainment as measured by internal assessments is not evident in students' work in their books and in lessons. Students, who only speak Arabic at school, are not making good progress because tasks in lessons are not sufficiently matched to their learning needs.

- Students make adequate progress, especially in reading short texts and poems. However, students' ability to speak in full sentences using correct grammar is less developed and their writing skills are limited to short sentences.
- The recent review and resulting modifications of the curriculum are beginning to positively impact students' achievements. When the teachers provide appropriate tasks, matched more effectively to students' needs, rates of progress improve.

For development

- Improve progress by making better use of the results of diagnostic tests, to match teaching to the learning needs of students.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good

- The majority of students make good progress from their starting points. Students with SEND also make good progress, helped by the effective support provided. Younger students demonstrate better language skills development than their peers in the upper primary phase.
- Students understand well what they hear as well as what they read in lessons. Their ability to speak and to write sentences and paragraphs is developing more slowly. Students learn more effectively when their learning is more closely related to their daily life in Dubai.
- Improvements in assessment are impacting positively on students' achievements, through better personalised lesson planning. Recent use of learning technology is supporting students' independent learning at home.

For development

- Review the curriculum so that opportunities are provided for students to improve the fluency of their speaking and writing.

		Foundation Stage	Primary
English 	Attainment	Very good	Outstanding ↑
	Progress	Very good	Outstanding ↑

- Children typically make rapid progress in the Foundation Stage, and develop very good early literacy skills. Students build their language skills exceptionally well throughout the primary phase, resulting in improved and excellent achievements. Consequently standards are very high in speaking, reading and writing.
- Children in the Foundation Stage quickly gain phonic skills and develop a love of reading. This continues throughout the primary phase, where students acquire a wide range of vocabulary and become skilled in text analysis. Many show great flair in their writing.

- A renewed emphasis on phonics is contributing to accelerated progress in reading through early Key Stage 1, but this is not quite as apparent in their progress in writing. The introduction of a wider range of genres in Key Stage 2 is stimulating students' interest and enhances their analysis and writing skills.

For development

- Ensure students in Years 1 and 2 make the same rapid progress in writing as they do in reading.

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

- Achievements are similar to previous years and there are no significant differences in achievement between the phases. Work in lessons and data analyses indicate that attainment improves towards the end of the primary phase, where students are taught by specialised subject teachers.
- Most students have sound conceptual knowledge of the different subject areas upon which to build new learning. They can apply their learning in a range of novel contexts. Learning technologies are used well to support students' learning in mathematics.
- A focus on problem solving and risk-taking in lessons is having a positive impact on the ability of the students to both think critically and to apply their mathematical skills in a range of contexts.

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

- Students' achievement in both phases remains strong and is similar to previous years. This is reflected in internal assessments and work in lessons. Although there is some variation between years in the primary phase, when achievement is measured by international assessments, the overall attainment of students is very strong.
- Students in the primary phase possess skills in investigative science. They predict what might occur, plan and then carry out their own experiments. They then gather data and information and discuss findings with each other. In the Foundation Stage the development of children's investigative skills is more variable.
- Teachers use assessment data effectively to plan learning suited to individual student needs. Consequently, students are able to pursue their own lines of enquiry. Learning technologies are used well for research, to record learning and to respond to teachers' comments on how to improve.

For development

- Improve investigation skills of children in the Foundation Stage by clearly identifying and sharing the expected outcomes of planned activities.

	Foundation Stage	Primary
Learning Skills	Very good	Very good
	<ul style="list-style-type: none"> Students tackle new tasks enthusiastically. They respond well to teachers' questioning and are able to move their own learning forward. Students take responsibility for their learning. They know their strengths and where they need to improve, through the quality feedback that they receive in lessons. Students communicate their learning very well and collaborate effectively. Students regularly make meaningful connections between areas of learning. Critical thinking and problem-solving skills are well developed in the majority of subjects in the curriculum. Students' skills in innovation and enterprise are purposefully developed, particularly in the upper primary years. Students use enquiry-based approaches, develop independent research skills and make effective use of learning technologies in most lessons. 	
For development	<ul style="list-style-type: none"> Provide students with more opportunities to learn independently more consistently, applying the best practice across all subjects. 	

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
	<ul style="list-style-type: none"> Students are extremely self-disciplined. They are highly independent in their learning. Students in primary are not averse to taking risks. All students feel valued and supported and this, in return, leads to highly effective relationships with staff. Students feel safe, and they have a strong commitment to following a healthy lifestyle. In Foundation Stage children fully understand healthy eating choices. Students in the primary phase participate willingly in the many opportunities to work with others in different year groups, including those with special educational needs. Bullying is rare. Students demonstrate high level of responsibility. They are punctual in arriving at school and for lessons throughout the school day. Students are aware of the importance of good attendance to their learning . 	

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

- Students in both phases possess an appropriate understanding of Islamic practices such as fasting in Ramadan. They provide examples of Islamic values such as honesty and tolerance. In primary, students can discuss a wide variety of issues relating to the application of Islamic values in contemporary UAE society.
- Students participate in a range of activities related to UAE culture, such as National Day celebration. In Foundation Stage, children can identify many features of the local landscape and culture.
- Students have a secure knowledge and understanding of worldwide cultures. This is evident in their work, including displays put up across the school. Because of this, students routinely compare, reflect and appreciate their own culture as well as that of others. They appreciate the multi-cultural environment in the school and are proud and happy to live in Dubai.

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

- Students understand their responsibilities to support the positive ethos of the school, especially in the primary phase. They have a strong sense of responsibility and contribute to the wider community through many initiatives such as the digital leadership programme.
- Students are active participants in extra-curricular activities, especially innovation and enterprise committees. They have practical ideas about their future careers, including the economic decisions that they will have to make. In the primary phase, students are innovative and creative and successfully initiate and manage age-appropriate business projects.
- Students take part in projects with a sustainability focus, to improve their school environment. The use of digital archiving is one example where students work effectively to reduce the use of paper. This reflects their well-developed awareness of environmental issues.

For development

- Provide more opportunities, in the Foundation Stage for children to demonstrate their awareness of local issues relating to sustainability.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good

- Teachers in both phases and in most subjects, plan lessons well and use their considerable subject knowledge effectively to make sure work is challenging, interesting and matched to individual needs.
- Teachers in the primary phase, provide many opportunities for students to carry out their own investigations and to work independently. Questioning and the facilitation of discussion enables students to deepen and explain their own understanding. Foundation stage teachers make effective use of resources, including the outdoor area.
- Students use technology efficiently to record, photograph and explain their learning. In turn, teachers use the tools to set extension activities, to comment on how well students achieve and what should be their next steps in learning.

	Foundation Stage	Primary
Assessment	Good	Very good ↑

- Teachers make effective use of assessment in the primary phase to modify and to plan for individuals in their classes. There is a very clear understanding, of how to use assessment analyses to inform adjustments to teaching.
- Improved use of assessment is also evident in the enhanced provision for students with SEND. Consequently, their participation in lessons is improving and leading to more rapid progress. Assessment data, to build on students' prior learning is less effectively used by teachers in Arabic and Islamic education.
- An increased amount of data, in most subjects, is being analysed effectively to highlight gaps in students' learning, particularly in the primary phase. Feedback is integral to assessment in the school and, its timely nature, is involving the student more effectively in the learning process.

For development

- Make better use of on-going assessment to personalise children's learning in the Foundation stage and for students of Arabic as a first and additional language.

4. Curriculum

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

- The Foundation Stage curriculum offers a wide range of first-hand, practical learning experiences. Primary students benefit from a curriculum that engages, motivates and challenges them. The emphasis on all aspects of learning, contributes considerably both to students' academic and their personal development.
- Meticulous planning and review, help to ensure students develop key skills as they move through the school. Links between subjects enhance students' learning. Students participate in a wide range of activities and experiences, including the creative arts and sports.
- Recent improvements to the curriculum include a broader range of thematic learning opportunities that engages both boys and girls. Students' use of technology is benefitting from the innovative creation of a digital curriculum framework. Revision to the English curriculum is contributing to improved standards.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Very good ↑

- The curriculum is adapted very effectively to meet the needs of all groups of students, including the most able and those with special educational needs and/or disabilities. Teachers interpret the curriculum imaginatively, which helps to ensure all students are engaged, motivated and suitably challenged.
- Opportunities for creativity, innovation and enterprise feature strongly across the primary curriculum, including the routine use of learning technologies. Art and sport are significant strengths. Pupils participate in a wide range of extra-curricular activities that enhance their learning and social skills.
- Students' knowledge, understanding and appreciation of UAE culture has been enhanced in the primary phase, by the introduction of the social studies and moral education programmes as well as revisions to the humanities curriculum.
- Arabic is not taught in the Early Years.

For development

- Ensure greater clarity and progression in the curriculum for Arabic as an additional language.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑
<ul style="list-style-type: none"> Child protection procedures are improved and are exceptionally clear to all members of staff. All staff are well trained and have positive attitudes to ensure that students are safe, secure and happy in school. The incidents of bullying are dealt with well. Recent revisions to guidance on cyber-bullying extend students' repertoire for managing potential difficulties online. The school grounds and buildings are attractive, very secure and extremely well maintained. All parts of the school are accessible for people with disabilities. The school has very well organised and fully-staffed medical facilities in the Foundation Stage and primary school buildings. Physical fitness is effectively promoted through the curriculum and out of school sports activities and effective guidance from the medical staff supports the acquisition of healthy lifestyles. 		
	Foundation Stage	Primary
Care and support	Very good	Very good
<ul style="list-style-type: none"> The school has maintained high quality provision for students' pastoral care and support. Leaders monitor attendance rigorously. They use their analyses to make changes to the organisation of the school year. This improves overall rates of attendance. The quality of one-to-one support provided for students with special educational needs has improved. Sessions for these students are highly focused on learning activities designed to help them overcome the specific difficulties that are clearly identified on their individual plans. The school's identification of gifted and talented students is currently limited to those in Years 3-6, with talents in English and/or mathematics. The school makes some additional provision for these students in lessons and through relevant extra-curricular activities. 		
For development		
<ul style="list-style-type: none"> Improve provision for students who are gifted and talented, so that they are identified and provided with challenge in all year groups and all areas of the curriculum. 		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good ↑

- The school has appointed suitable people to the roles of governor and champion for inclusive education. Leaders have improved their knowledge and leadership of the SEND department and successfully driven improvements in provision as part of an ambitious five-year, inclusive education improvement plan.
- The school uses a broad range of assessment tools and information to accurately identify students' special educational needs. The school's therapists make a valuable contribution to both the identification of needs, and the planning and delivery of specialist interventions.
- Parents help to create, and have a role in developing their children's individual education plans. Communication with parents is strong. They are well informed about their children's progress through regular formal, informal and electronic contact with leaders, class teachers and therapists.
- Improved individual education plans (I.E.Ps) ensure that the provision for students with SEND is accurately matched to their needs. The use of a graduated systems of guiding prompts, in lessons, has been introduced as part of individual plans, but is not consistent across the school.
- The school now tracks students' achievement of targets more robustly, set within their individual education plans. However, leaders have not formally defined their expectations of progress to be made by students against these targets. Students' learning, I.E.P. reviews and data show that students make good progress over time.

For development

- Clearly define expectations so that leaders can analyse and evaluate students' progress against their individual targets.

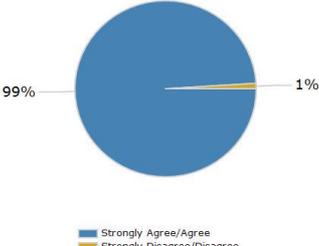
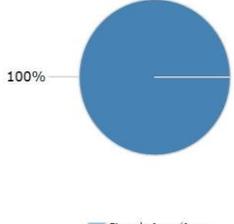
6. Leadership and management

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	Outstanding ↑

- Educational leadership is strengthened by appointments in several key areas and is effectively distributed with clear lines of accountability. The school is fully compliant with all regulatory and statutory regulations.
- School self-evaluation processes gathers information into a constantly evolving document, from a wide range of sources. Assessment data are now extensively analysed. Monitoring of teaching and learning, in all subjects, is thorough, accurate and systematic. Improvement plans, although variable in format, are very effectively implemented. Considerable progress has been made towards addressing all the recommendations from the previous inspection report.
- The school is highly successful in partnering with parents. A new school portal offers parents valuable and up to date information on school events and their children's learning. On-going feedback is supported by full and detailed student reports. The 'Learning to Connect' project develops more widely the connection that students have with the community.
- Governance includes a wide representation from almost all the stakeholders. Governors are well-informed about school performance through their weekly meetings. Consequently, they are better able to support and monitor the school's improvement journey as well as ensuring that resources are effectively targeted towards school priorities. In this way, they are more effective in holding leaders to account for the school's performance.
- Revised systems and procedures are fully embedded and, consequently, are more effective this year. Recruitment processes are extensive and effective. They ensure that the quality of staff remains very high. Training is closely and effectively linked to school need through the appraisal system. School facilities and resources are excellent and provide the environment and the tools for high level learning to take place.

The views of parents, teachers and senior 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 No. of responses = 0	Parents No. of responses = 103	Teachers No. of responses = 47
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99% — 1%</p> <p>■ Strongly Agree/Agree ■ Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>■ Strongly Agree/Agree</p>

 Students	Not Applicable
 Parents	All parents, who responded, were highly positive about all aspects of school life. This is generally in line with the findings of the inspection team. A few parents reported that they were disappointed by the planned increases in class sizes, which were accompanied by a fee reduction.
 Teachers	All teachers, who responded, were also highly positive about all aspects of school life and this reflects the inspection team's findings too. However, teachers' positivity about the promotion of students' Arabic language skills is not supported by the evidence gathered.

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