INSPECTION REPORT

2022-2023

QUEEN INTERNATIONAL SCHOOL

UK CURRICULUM

ACCEPTABLE

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Hor Al Anz
Opening year of School	1998
Website	www.queen-schools.com
Telephone	97142652600
Principal	Peter Kenneth Gutteridge
Principal - Date appointed	1/6/2023
Language of Instruction	English, Arabic
Inspection Dates	13 to 16 February 2023

STUDENTS

Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	KG 1 to Grade 12
Number of students on roll	736
Number of Emirati students	66
Number of students of determination	25
Largest nationality group of students	Arabic

TEACHERS

Number of teachers	52
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Teacher-student ratio	1:14
Number of guidance counsellors	0
Teacher turnover	8%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GL, CAT4, IGCSE, A Level
Accreditation	None

School Journey for QUEEN INTERNATIONAL SCHOOL

Legend: Outstanding · Very Good · Good · Acceptable · Weak · Very Weak

2011-2012 · 2012-2013 · 2013-2014 · 2014-2015 · 2015-2016 · 2016-2017 · 2017-2018 · 2018-2019 · 2019-2020 · 2022-2023
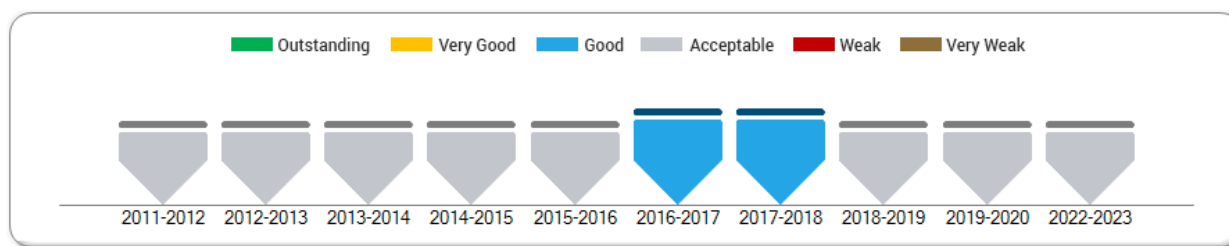
Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment and progress are very good in English, mathematics and science in the secondary phase. They are mostly acceptable in Islamic Education and good in Arabic as a first and second language. Attainment and progress are acceptable in the Foundation Stage (FS), but progress is better in mathematics. Elsewhere the picture is variable and very much dependent on the quality of teaching.

- Students are positive, courteous and self-disciplined. Their understanding of Islamic values remains strong. They actively promote the culture and heritage of the UAE. Students in all phases demonstrate respect, compassion and support for one another. They are proud of their own cultures and show interest in others. Students' innovation, enterprise and entrepreneurship are underdeveloped.

PROVISION FOR LEARNERS

- Teachers' secure subject knowledge and positive relationships are strengths. The best lessons include opportunities for critical thinking, problem-solving, innovation and independent learning. Assessment data are analysed well to identify and remedy gaps in knowledge. The analysis of data lacks sophistication and depth to inform planning for improvement fully.

- The curriculum is narrowly focused on the five core subjects, and so does not fully match the National Curriculum for England (NCfE). The curriculum is workbook based and examination focused. This is especially true in the secondary phase, where the curriculum lacks breadth, balance and ambition. It is not routinely modified to meet the needs of different students. There are too few opportunities for innovation and creativity.

- All members of staff receive appropriate training on safeguarding and child protection. However, not all staff follow these procedures and practices diligently. Students are carefully supervised in school and on school transport. Relationships between staff and students are positive and respectful. Teachers are not all fully aware of the individual needs of all students in their classes.

LEADERSHIP AND MANAGEMENT	• Senior leaders are committed and steadfast. They have a clear understanding of what needs to be done and a determination to do it. Processes for self-evaluation are developing under the new leadership. Parents are supportive of the school. Governors have a good understanding of their responsibilities. Previous boards failed to ensure that suitable staffing and resources are currently available to address identified weaknesses.

The best features of the school:

- Very good attainment and progress in English, mathematics and science in the secondary phase.
- Students' personal and social development, and their understanding of Islamic values and of Emirati and world cultures.
- The determination and commitment of the recently appointed principal and his senior leaders, encouraged by the newly constituted governing board.

Key recommendations:

- Raise teachers' awareness of safeguarding, and of the individual needs of all students in order to ensure that the curriculum fully meets requirements.
- Improve the quality of teaching and learning, especially in FS and the primary phase.
- Ensure that the curriculum, particularly in the secondary phase, offers breadth, balance and aspiration in line with the requirements of the NCfE.
- Develop school improvement planning so that it is ambitious, comprehensive and based on accurate self-evaluation involving all stakeholders.
- Ensure that the recently constituted governing board systematically monitors the school's actions, holds senior leaders accountable, ensures that the school is suitably staffed and sufficiently resourced, and develops a clearly articulated vision for wellbeing.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable ⬇	Acceptable ⬇	Acceptable
	Progress	Not applicable	Acceptable ⬇	Good	Acceptable ⬇
Arabic as a First Language	Attainment	Not applicable	Good ⬇	Good	Good
	Progress	Not applicable	Good ⬇	Good	Good
Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English	Attainment	Acceptable	Good ⬆	Very good	Not applicable
	Progress	Acceptable	Good	Very good	Not applicable
Mathematics	Attainment	Acceptable	Acceptable	Very good	Good
	Progress	Good ⬆	Acceptable	Very good	Good
Science	Attainment	Acceptable ⬆	Good	Very good	Good ⬇
	Progress	⬆ Acceptable	Good	Very good	Good ⬇

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Good	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good	Acceptable ⬇
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable	Acceptable	Weak ⬇	Acceptable
Curriculum adaptation	Acceptable ⬆	Weak	Weak	Weak

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇	Acceptable ⬇
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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.	is above expectations.

- In successive series of PISA benchmark tests, most students improved their performance and significantly exceeded targets in reading, mathematics and science. Similarly, TIMSS targets in mathematics and science were significantly exceeded by students in Grade 4 and Grade 8. In successive GL tests, most students sustained above expected performance in English, mathematics and science.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is approaching expectations.	

- Data are analysed and school performance compared with standards in other schools. Gap analysis has identified missing content, such as space science and mental mathematics, that were impacting on students' progress. The curriculum has been appropriately modified. The use of benchmark reports is inconsistent. The school has no planned strategies to improve performance levels across all key subjects. The use of data to plan lessons which meet students' needs is inconsistent.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.

- Most students above Grade 4 demonstrate better than expected reading skills for their age. Reading scores are not disseminated to all teachers. There is no whole school strategy for raising

the skills of the few weak readers. Critical thinking and independent learning skills are still not sufficiently prioritised.

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

For Development:

- Ensure that students have more opportunities for independent research and critical thinking.
- Ensure that all teachers know students' reading scores and use them in lesson planning.
- Provide specific intervention strategies to improve the skills of students who are identified as weaker readers.

Wellbeing

The quality of wellbeing provision and outcomes is at a **moderate level.**

- Provision to promote student wellbeing is developing. The new principal and leader of inclusion demonstrate commitment to a vision for wellbeing, but the ethos does not yet permeate the life of the school. Some practices provide guidance to the whole school community about the importance of wellbeing to the health, happiness and success of all stakeholders. Some data have been analysed so that leaders can identify ways to improve the wellbeing environment for everyone.

- The inclusion leader and form tutors are approachable and available to any member of the school community needing academic or emotional support. The support and management of student behaviour is consistently positive. However, current staff vacancies restrict student access to staff who specialise in wellbeing support. There are some arrangements for mentoring. Older students mentor younger ones. There is limited peer support for new staff as part of their induction. A student council has recently been formed.

- Students report that they feel safe and valued in school. They understand the link between diet, exercise and good health. There are positive relationships between students and members of staff. Students are kind, positive and respectful. The breadth and balance of the school's wellbeing curriculum requires further development to ensure consistent wellbeing promotion and opportunities for productive collaboration and teamwork. Students have a strong sense of belonging to the school community.

UAE social studies and Moral Education

- Children in the early years develop a sense of community responsibility and gain an early understanding of the wider world. Older students follow the UAE social studies and moral education programme in English as an integrated course, using the latest moral, social and cultural education framework.

- In the primary and secondary phases, students have one lesson of 40 minutes per week. They have opportunities to practise, consolidate and extend their thinking skills as they explore concepts such as patience and forgiveness. Their achievements are systematically tracked, recorded and shared with parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- School internal assessment data indicate that most students across all phases attain levels above curriculum standards. This is not confirmed by classroom observations and work scrutiny, which show that most students across the school attain levels that are in line with curriculum standards.
- In the primary phase, students know the Five Pillars of Islam, some aspects of Seerah, and are aware of Islamic etiquettes. However, only a minority can differentiate between the Pillars of Islam and the Pillars of Faith, or identify events from the Seerah with confidence.
- Secondary students are developing their knowledge of Tajweed rules, but do not apply them during recitation of the Holy Qur'an. Post-16 students develop an understanding of concepts such as Shura. Only a minority can explain the role of Islam in explaining the Shura in everyday situations.

For Development:

- Ensure that internal assessment data are more rigorously and accurately aligned with curriculum standards.
- Enhance recitation skills of the Holy Qur'an by using the correct Tajweed rules.
- Improve students' understanding of the impact of Islamic principles and values on society.

Arabic as a First Language

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

- Across all phases, students make better than expected progress in their knowledge, skills and understanding. They make effective gains in speaking, writing and reading comprehension.
- Students' knowledge of literary texts is improving. A majority excels in spoken and written responses to questions provided, but their critical thinking skills are not sufficiently challenged. Students speak accurately, but they have not yet achieved conversational competence.

- Students show improvements in their written production as well as their knowledge of grammar and vocabulary. Older students understand key terms and more technical concepts, such as metaphors. Teaching does not always support lower attaining students or challenge the higher attainers.

For Development:

- Ensure that internal assessments are carefully linked to curriculum standards and accurately measure students' competencies and skills against external measures.
- Embed high-quality teaching that promotes students' independent learning and critical thinking skills through enhanced reading provision.

Arabic as an Additional Language

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

- In both phases, students make steady progress in their reading comprehension and speaking skills. They demonstrate knowledge and understanding of the language that are above curriculum expectations.
- Students make progress and attain secure outcomes in their listening, reading and comprehension skills. They respond to a variety of challenging texts and write concisely about familiar situations, employing a range of vocabulary. They can speak in some detail about ideas which they have encountered, and can apply their knowledge to new contexts.
- Frequent curricular adaptations have supported students' achievements and, in the better lessons, have had some impact on their responses to reading and writing. Assessments are not always linked to curriculum standards.

For Development:

- Ensure that internal assessments are rigorously linked to standards and measure accurately students' competencies and skills against external measures.
- Ensure that high-quality teaching is consistent.

English

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

- Children make steady progress in speaking and developing early reading skills in FS. Progress accelerates through the primary phase where students speak fluently and read well. Secondary students sustain this momentum, developing particularly strong oral language and comprehension skills.
- Children in FS use their knowledge of letters and sounds to read and write simple sentences. In the primary and secondary phases, students become adept at applying their knowledge of spelling, punctuation and grammar when writing, although they are less confident when writing creatively.
- Many primary students read widely, and efforts to increase reading for pleasure are bearing fruit. A focus on developing debating skills is proving popular with secondary students and is contributing to their mature sentence construction and increasingly sophisticated vocabulary.

For Development:

- Extend opportunities for students to use their secure writing skills across a wider range, including poetry, script writing and story writing.
- Provide opportunities for students to study English after the secondary phase so that they may continue to develop their expertise and knowledge.

Mathematics

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Attainment	Acceptable	Acceptable	Very good	Good
Progress	Good ⬆	Acceptable	Very good	Good

- Attainment is stronger in the secondary phase than in other phases because of the generous time allocation given. This is reflected in external examination results in the secondary and post-16 phases. Children in FS make significant progress in learning from relatively low starting points.
- In FS, children gain a sound grasp of basic facts about number and shape. Primary school students study fractions, perimeter, area and probability. Older students learn about quadratic equations, coordinate geometry, arc lengths and sector areas. The language of mathematics is not well promoted.
- The school does not have a consistently high quality of mathematics teaching. Technology is not adequately exploited. Teachers generally do not develop students' responsibility for their own learning. The department has not been able to identify any development points for any of the teachers.

For Development:

- Use technology more effectively to support and enhance mathematical learning and to extend it beyond the classroom.
- Promote the language of mathematics more effectively in classroom discussion and through displays in classrooms and corridors.

- Ensure that students have opportunities to take increased responsibility for their learning, including the use of self-and-peer assessment.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable ⬆	Good	Very good	Good ⬇
Progress	Acceptable ⬆	Good	Very good	Good ⬇

- Children in FS and students in Primary develop a broad knowledge of science, but lack understanding of the underpinning concepts. In the secondary and post-16 phases, they develop an examination focus which leads to strong performance for the small number who take external examinations. Conceptual understanding is less developed in biology.
- Students can answer direct questions about everyday applications. However, in the secondary and post-16 phases, they have a narrower focus and underdeveloped appreciation of the role of science in issues such as global warming. Opportunities for independent research on scientific topics are limited.
- Children in FS develop sound skills of enquiry which are translated into effective practical skills in the later stages. Students have a good theoretical understanding of scientific methodology, but rarely have opportunities to plan their own complete investigations.

For Development:

- Ensure a greater understanding of the application of science to everyday issues and provide more opportunities for independent research and investigation.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Acceptable	Good	Good

- Children in FS are eager to learn and are curious about the world around them. In the primary phase, students sometimes demonstrate secure learning skills such as independence and collaboration, but this is not a regular feature. Older students have well-developed study skills.
- Students often link learning to their daily lives during lessons, particularly in Arabic and English. In the secondary and post-16 phases, students offer insightful comments and maturely exchange ideas and opinions, often with fluency and a degree of enthusiasm.

- The drive to develop students' critical thinking skills is having limited success. Although common in lessons in Secondary, opportunities to explore ideas independently are not routine features of lessons in the post-16 phase, because learning is often directed by teachers.

For Development:

- Enhance students' critical thinking skills by providing opportunities for them to engage in open-ended, enquiry-based learning.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ⬆	Very good	Very good	Very good

- Across the school, students demonstrate positive attitudes to learning and to the wider life of the school. Bullying is rare. Relationships among students and with staff are respectful and friendly. Students are courteous.
- Students have a strong sense of belonging as a result of their positive relationships with teachers and other school staff. They are developing an understanding of safe and healthy living. They are aware of the importance of making the right choices in choosing their food.
- Attendance and punctuality are generally good. However, some students arrive late to school and fail to attend assemblies.

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

- Students in all phases have a very good understanding and appreciation of Islamic values and of their importance and relevance to everyday life. They apply principles of Islam, such as respect and tolerance, inside and outside the classroom.
- Students exhibit a high level of knowledge and understanding of the culture and heritage of the UAE. Children in FS learn about the desert habitat as well as the animals and trees of the UAE.
- Students value their own cultures and are keen to share their cultural values and heritage with their fellow students. They demonstrate a good understanding of other world cultures.

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

- Students understand their obligations as members of the school community. Some volunteer for leadership roles through involvement in the student council and extra-curricular clubs. Students are encouraged to propose and develop projects to enhance the school community.
- Students demonstrate a positive work ethic. Some show initiative and decision-making skills. They participate in a wide range of school activities. Children in FS participate in Red Crescent initiatives, and older students in mental health awareness campaigns.
- Students are involved in sustainability and conservation projects, such as promoting reusable water bottles.

For Development:

- Improve students' punctuality across the school, especially at the start of the school day.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Good	Acceptable 🔻

- Teachers in FS plan engaging activities for children, although there are many missed opportunities for children to work independently. In the primary and post-16 phases, lessons are often overly directed by teachers, restricting the development of students' critical thinking skills.
- Teachers generally have secure subject knowledge and good relationships with students. In the most effective lessons, there is a good balance between lesson introductions and explanations, with time for students to practise, consolidate and extend their learning skills.
- The teaching of English in the primary phase has improved. To a limited extent, other subjects have also improved. Teachers plan more effectively for students of different abilities, although this is frequently through worksheets rather than by supported learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- In FS, assessments are well linked to early learning goals. Elsewhere assessment meets the requirements of the NCfE and examination board requirements. Arabic is appropriately assessed against MoE standards Results of assessments in Islamic Education are too optimistic.
- Assessment data are analysed to identify and remedy gaps in content. They are also used to check performance compared with other schools. However, assessment lacks the sophistication and depth needed to inform detailed planning for improvement at either whole school or individual class level.

- Students are routinely involved in peer-assessment and self-reflection. At its best, self-reflection, as in English, is against indicators which enable students to identify their performance accurately. The practice is variable across the school.

For Development:

- Increase teachers' confidence in promoting independent learning and critical thinking skills.
- Ensure that teachers take account of available assessment information when planning lessons.
- Improve the approach to data analysis, particularly regarding international benchmarks, in order to identify areas for development.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Acceptable .	Acceptable .	Weak ⬇	Acceptable .

- The curriculum in FS develops knowledge and skills, with a greater focus on knowledge, particularly in English, mathematics and science. The curriculum in the later phases builds upon the FS curriculum and is based broadly on the NCfE.
- The curriculum is not sufficiently broad or balanced, especially in the secondary phase, where it is particularly narrow. Planning across the phases facilitates adequate progression in the key subjects. The curricular options offer older students only limited choices.
- The curriculum provides some opportunities to research and innovate, but they are not properly embedded across all subjects. The curriculum, apart from that in FS, has not been reviewed frequently or rigorously enough.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable ⬆	Weak	Weak	Weak

- The FS curriculum has been modified appropriately to meet the needs of almost all groups of children. In the other phases, the school does not make sufficient adjustments to ensure that the curriculum caters for the full range of abilities.
- The curriculum, particularly for the older students, offers too few opportunities for enterprise, creativity or social contribution. There are extra-curricular activities, but very few are provided outside school hours. Their impact on the academic and personal development of most students is limited.
- Students' understanding and appreciation of Emirati culture and society are developed in assemblies and in some subjects.

- Children in FS1 and FS2 have five lessons of 40 minutes for Arabic per week.

For Development:

- Urgently review the whole-school curriculum to ensure that it meets the requirements of the NCfE in all appropriate phases.
- Ensure that the curriculum is modified to meet the needs of all students, especially students of determination.
- Increase the opportunities for students to develop their skills of enterprise, creativity and social contribution, and provide a wider range of extra-curricular activities.

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

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

- The school has comprehensive safeguarding and child protection policies. Members of staff, students and parents are generally aware of their responsibilities. Students are well supervised and protected from abuse, bullying and online harm. However, some members of staff do not follow procedures rigorously enough.
- The school generally meets health and safety regulations. Some premises and safety procedures require improvement. Records are up-to-date. Appropriate risk assessments are conducted in relation to visits and potentially hazardous activities. Students are effectively supervised. The physical environment is broadly safe for all.
- The school actively supports healthy lifestyles through a range of curricular and extra-curricular initiatives, such as the Dubai Fitness Challenge. Members of the school clinic provide medical care and monitor students' health.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Members of staff have positive relationships with all students. Behaviour is managed efficiently. Attendance is monitored closely.
- The school has appropriate systems to identify students of determination. However, systems do not result in the creation of accurate individual education plans (IEPs) with short term academic and pastoral targets. Modifications and adaptations are not always well suited to individual students.

- Assessment procedures are planned to identify and develop provision for students with gifts and talents. Those needing to make career choices towards the end of the secondary and post-16 phases do not receive guidance or advice. There is no appropriate guidance counselling for pastoral support.

For Development:

- Enable the inclusion department to provide support for the whole student community.
- Ensure that all members of staff are fully aware of, and appropriately apply, safeguarding procedures.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The inclusion leader is not supported by either a governor or a champion. There are insufficient members of staff to expand the inclusion department. There is no strategic development plan to build on a generally accurate self-evaluation. As a result, the department lacks direction.
- Identification processes continue to be acceptable. Although the school uses several assessment processes on entry, programmes of work are not developed effectively enough. IEPs lack focused targets for improvement.
- The school has a positive partnership with parents. They appreciate the regular communication with the school and the support for their children. They seek more guidance on how they can support their children at home.
- There are few modifications for students in class. Some receive additional support in the inclusion base. In the best class examples, teachers are responsive to students' specific needs, and they personalise support and challenge. This practice is too variable.
- The school is developing its assessment processes to track students' progress, including the use of diagnostic tests. Progress as gauged by National Agenda data is high in Arabic, mathematics and science. The school's data give an unreliable measure of progress towards targets.

For Development:

- Strengthen the identity of inclusion by establishing a fully-staffed inclusion department to offer expertise in working with students of determination.
- Ensure that the implementation of modifications and support for students is informed by accurate IEPs.

6. Leadership and management

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

- School leaders are committed and resolute. They have a clear understanding of what needs to be done. Middle leaders' understanding of best practices in teaching, learning and assessment are still developing. Relationships and communication are professional. Roles and responsibilities are defined but too many staff have multiple duties without the time to carry them out efficiently and effectively. Issues of staffing and resources continue to be a barrier to improvement.

- Processes for self-evaluation are developing. The most recent school development plan is a considerable improvement on earlier versions. Key priorities are identified, and actions well considered. Other development plans suggest that not all teachers have a realistic or corporate understanding of priorities. To date, there has been minimal progress in addressing the recommendations made in the previous inspection. The school's failure to address recommendations of earlier reports is reprehensible.

- Parents are supportive of the school. They are consulted and their views are valued and actioned. Parental involvement makes a positive contribution to raising standards. Parents are well informed about the school. They receive regular reports regarding their children's progress and attainment. Formal and informal parent meetings provide additional information on areas for improvement and next steps in learning. The school has productive links with the local community.

- The school now has a governing board, although the history of governance has been turbulent. The new board includes representation from a range of stakeholders, including parents. Board members have a growing awareness of their roles and responsibilities. Previous boards have provided limited support and have failed to ensure that suitable staffing and resources are available to address the weaknesses identified in previous inspection reports.

- Most aspects of the routine management of the school are adequately organised, but roles and responsibilities are not clearly articulated or understood. Governors and leaders have not ensured that there are enough appropriately qualified teachers to support the curriculum. The premises are not welcoming. Some classrooms are dismal places to have to spend the day. The school environment does not promote the wellbeing of students or staff. Resources for learning are insufficient to meet students' learning or the demands of the curriculum.

For Development:

- Improve the quality of subject focused development plans by providing training and by sharing the best practice that exists.
- Ensure that governors address the weaknesses identified in this and in previous inspection reports.
- Make sure that the premises are more welcoming, that classrooms provide suitable learning environments with sufficient teachers and resources to meet the demands of the curriculum, and that all members of staff are fully conversant with all school policies.

For Development:

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**