



Queen International
School

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Hor Al Anz
Type of school	Private
Opening year of school	1998
Website	www.queen-schools.com
Telephone	0097142652600
Address	Deira, Abu Hail Road-Hor AL Anz - beside Deira main post office-P.O.BOX:85999
Principal	Malaka Abdul Moneim Khalil
Language of instruction	English, Arabic
Inspection dates	13 to 16 February 2017

Teachers / Support staff

Number of teachers	71
Largest nationality group of teachers	Indian
Number of teaching assistants	10
Teacher-student ratio	1:16
Number of guidance counsellors	0
Teacher turnover	14%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG1-Grade 12
Number of students on roll	1156
Number of children in pre-kindergarten	0
Number of Emirati students	154
Number of students with SEND	15
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	UK / MoE
External tests and examinations	Cambridge
Accreditation	CIS
National Agenda benchmark tests	IBT



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.

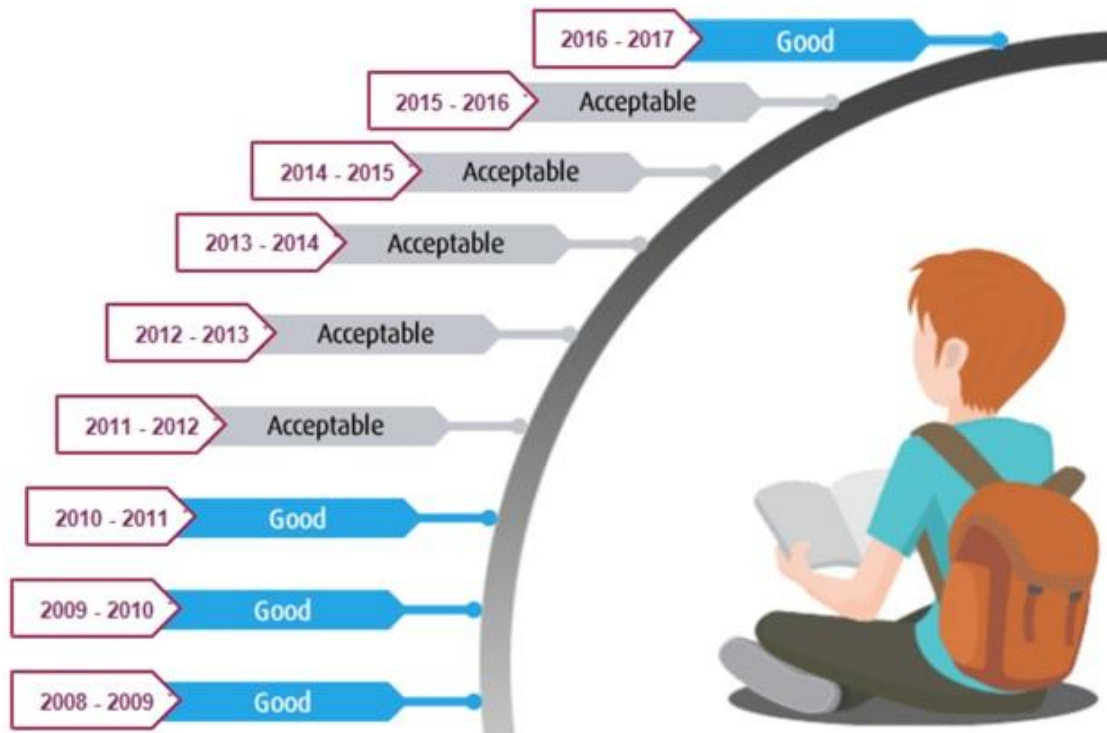
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Queen International School



- The school opened in 1998. Although the named principal is the owner of the school, in practice the deputy head, who was appointed a year ago, provides significant educational leadership.
- The school has provided an acceptable quality of education for the past 5 years. Over the past three years, the school has sustained strengths in teaching and learning, and students have made good progress in most key subjects, particularly in the secondary and post-16 phases. Students' personal development has remained a strength, particularly their understanding of Islamic values and Emirati and world cultures. The school's approach to Arabic has been broadly successful, resulting in good or better attainment and progress across the phases.
- Recommendations from previous inspections have focussed on the provision and outcomes in the Kindergarten (KG), assessment across the school, provision for students with special educational needs and disabilities (SEND), and the quality of leadership and management. The 2015-16 inspection report included not only these recommendations but also a requirement to improve safety, care and support.

Summary of inspection findings 2016-2017



Queen International School was inspected by DSIB from 13 to 16 February 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' progress and attainment in all key subjects is at least good in the primary and secondary phases. In secondary, mathematics attainment and progress, and science attainment are outstanding. Across the school, students' learning skills are good.
- Students' personal and social development, particularly their sense of personal responsibility and their understanding of Islamic values and awareness of Emirati and world cultures, is good or better across the phases. In KG, students understanding of Islamic values is outstanding.
- The quality of teaching is good across the school. The majority of teachers apply their subject knowledge effectively to enable students to make good or better progress in lessons. Assessment is acceptable in KG and good in the other phases. The school benchmarks students' academic outcomes against external national and international expectations. Assessment data is analysed and used to adjust the curriculum and teaching.
- The design, implementation and adaptation of the curriculum across the phases are acceptable. The curriculum is generally broad and balanced. However, there is no systematic review of quality, coherence and progression. Most teachers plan to adapt the curriculum to meet students' needs but this is inconsistently implemented.
- The provision for the health, safety, care and support of students has improved and is now acceptable across the school. The school environment is generally safe and secure, although records of incidents are not used to identify recurring issues. The school promotes a healthy lifestyle for students. However, there is no systematic school wide approach.
- Leaders at all levels are committed to, and engaged in, improving students' outcomes. Leadership is distributed to heads of department, but there are no clearly defined roles for the leadership of teaching, learning, assessment and curriculum. The appointment of governors by the principal / owner is not conducive to their role in holding leaders to account. Self-evaluation and development planning, partnership with parents and the local community and management, staffing facilities and resources are all acceptable.

What the school does best

- Students have attained outstanding results in IGCSE over the last three years in English, mathematics and science.
- Attainment and progress are generally good or better.
- Students' personal and social development are strong, particularly their sense of personal responsibility and understanding of Islamic values.
- The quality of teaching and learning across the school is good.

Recommendations

- Ensure leadership and management are sustainable by:
 - assigning clear responsibilities within the senior leadership team for overall leadership of the school, teaching, learning, assessment and curriculum
 - allocating sufficient time for KG leaders to carry out their responsibilities, especially regarding monitoring and assessment.
- Improve the process and accuracy of self-evaluation by drawing on a wide range of information to evaluate the strengths and weaknesses of the school.
- Ensure the advisory board holds the school to account by creating a development plan which includes
 - specific, quantifiable targets
 - a timeframe for the implementation of initiatives
 - an estimate of the costs involved
 - criteria against which progress towards the targets can be measured.

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:

- The attainment of students in mathematics, English and science in the National Agenda Parameter tests is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The data is analysed carefully. It is compared with internal assessment data and the correlation explained. A simple action plan is in place to support the National Agenda. Effective training is provided for school leaders. They have communicated this well to all teachers, who now understand how to interpret and use the relevant data.
- The curriculum is effectively aligned to TIMSS and PISA requirements for all grade levels regarding content and skills. Planning to provide continuity and progression in the skills required for National Agenda is very thorough. The analysis of data directly influences curriculum adaptation.
- Outcomes of the findings relating to the National Agenda Parameter have had some impact upon the teaching strategies employed. Critical thinking is developing and investigation, problem solving, inquiry and the application of topics to real life are regular features of lesson planning.
- The majority of students are well aware of the results of their individual National Agenda Parameter reports. They use the results to try to improve and develop their learning by strengthening weaker areas. Students use school paper-based and electronic resources at home to help develop their research skills.

Overall, the school's improvement towards achieving its National Agenda targets is above expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Students show that they can work independently and reflect on their own learning, although this is inconsistent across the school. Teachers provide some opportunities for students to develop critical thinking, take the initiative and acquire problem solving skills, but these are not routine elements of day-to-day learning in every subject. Curriculum plans do not typically include the promotion of students' innovation or entrepreneurial skills. In science, however, students have demonstrated a flair for innovation, including using muscle power to charge mobile phones, designing a failsafe device to ensure a car engine cannot start until seat belts are fastened, and making fertilizers from waste products. Senior leaders have ideas about how to promote innovation across the school, although this focuses on subject knowledge and academic achievement rather than on creating a broader, enriching experience for students.

Overall school performance

Good ↑

1 Students' achievement





		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
Arabic as a first language 	Attainment	Not applicable	Very good ↑	Good	Good
	Progress	Not applicable	Very good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good ↑	Good	Not applicable
English 	Attainment	Acceptable	Good	Outstanding	Not applicable
	Progress	Good ↑	Very good	Outstanding	Not applicable
Mathematics 	Attainment	Good ↑	Good	Outstanding	Good ↑
	Progress	Good ↑	Good	Outstanding	Good ↑
Science 	Attainment	Acceptable ↑	Very good ↑	Outstanding ↑	Very good ↑
	Progress	Acceptable ↑	Very good ↑	Very good	Very good ↑

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

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

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









3. Teaching and assessment

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



4. Curriculum

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

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	Good 
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable 

Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good ↑
Mathematics	Good ↑	Good ↑
Science	Acceptable ↑	Acceptable ↑

- Most children can read words and simple sentences, anticipate events in stories and discuss 'how' and 'why' questions. They can write simple sentences with inventive spelling. Assessment information from 'learning journeys', progress reports and lessons, demonstrates that the majority of children make better than expected progress in oral communication, reading and writing, in relation to their starting points.
- Children gain an understanding of basic mathematics that exceeds age-related expectations. For example, they count, read and write numbers up to 50. Children are beginning to create simple equations using practical resources such as counters. Most children can build three-dimensional shapes and sort objects into given categories. The majority make significant progress in their mathematical knowledge, skills and understanding, in relation to their starting points.
- In science, children demonstrate levels of knowledge and inquiry skills that are in line with age-related expectations. They make predictions, for example, about whether things can roll, sink or float. With adult support, they are then able to test their predictions and record their findings. They make steady progress in developing inquiry skills.

Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Very good ↑	Very good
Arabic as an additional language	Good	Very good ↑
English	Good	Very good
Mathematics	Good	Good
Science	Very good ↑	Very good ↑

- Internal assessment data show very high attainment in Islamic education. In lessons and work samples, the majority of students demonstrate levels of understanding that are above the Ministry of Education (MoE) curriculum standards. They show good understanding of the Five Pillars of Islam, such as Salah and Zakah, and of Islamic values, such as truthfulness. They can recall facts about the life of the Prophet (PBUH) and the lives of his companions. They have good understanding of the Holy Qur'an and Hadith and can apply them to their own lives. They make good progress across the primary phase.
- The large majority of students studying Arabic as a first language make rapid progress and demonstrate skills in speaking, reading and writing that are above curriculum expectations. They listen to their teachers with understanding and respond accordingly. Students can read unfamiliar texts and are gaining confidence in writing freely.
- Students learning Arabic as an additional language make strong progress, leading to attainment levels that are above curriculum expectations. They understand the main ideas of lessons and take part in discussions with increasing confidence. For example, students in Grade 5 express themselves well when thinking about 'the street of future' and when speculating on their own future lives. By Grade 6, students' good progress through the phase is evident in their confident discussions about Arab culture and traditions.
- The majority of students attain levels in English that are above age-related expectations. This is confirmed by the performance of Grade 6 students in international benchmark tests over the last three years. Most students listen and speak well, particularly when participating in interactive class discussions. The majority read with clarity and expression and can write at length using appropriate punctuation and grammar. More-able students write with imagination, using expressive vocabulary. Students make very good progress from their starting points, despite some variability in Grades 1 and 2, where writing is less consistent.
- Attainment and progress in mathematics are good. As students move through the primary phase, they develop their understanding of arithmetical processes and increasingly complex mathematical concepts. For example, students in Grade 1 construct basic bar graphs, by counting pictures of various fruits, while students in Grade 6 are able to convert decimals to percentages and vice versa.
- Students develop increasingly high levels of knowledge, skills and understanding in science as they move through the phase and, by Grade 6, their achievement is above curriculum standards. The results of internal assessments and international benchmark testing demonstrate high levels of achievement and a positive trend over time. Progress is better in lessons that include inquiry, problem solving and critical thinking, together with more challenging learning objectives. Students' knowledge and understanding are developing well but their skills in using scientific methods of inquiry are less secure. Students communicate their scientific understanding very well, using accurate scientific language.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Good	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding ↑	Very good

- In Islamic education, the majority of students show levels of understanding that are above MoE curriculum standards. Students demonstrate good understanding of the Holy Qur'an, Hadith and Seerah. They can apply this to their own lives, for example, moral lessons such as those of the Al-Hudaybiya Treaty. Holy Qur'an recitation skills are adequate. Students gain a good understanding of the principles of worship. For example, they can explain the difference between Zakah and Sadaqa. The majority of students make good progress, as evident during lessons and the results of internal assessments.
- The majority of students studying Arabic as a first language understand what the teacher says, use complex sentences when speaking and write summaries of stories they read. Their knowledge of grammar is above curriculum expectations. By Grade 9, students speak confidently, for example, when discussing the work of Emirati poets. Students in Grade 11 gain a good understanding of different genres in literature.
- The majority of students learning Arabic as an additional language make good progress and acquire levels of attainment in speaking, reading and writing that are above curriculum expectations. For example, in Grade 7, students speak competently about the city games in Dubai. By Grade 9, students use complex sentences when speaking and writing, and their knowledge of grammar is good.
- Most students studying English achieve levels that exceed curriculum standards. Over the last three years, almost all students in Grade 10 attained a level B or above in external IGCSE examinations. Students progress very well as they move through the phase, particularly in their creative and persuasive writing and their speaking skills. They read fluently and with comprehension. Students show a very well-developed sense of audience when presenting their ideas during debates. Their critical thinking and research skills continually improve through regular participation in these activities.
- In mathematics, attainment and progress against curriculum standards are outstanding. For example, students in Grade 7 confidently calculate the probability of single and consequent events, while students in Grade 10 manipulate complex formulae to arrive at numerical solutions. The results of IGCSE examinations have been consistently strong during the last three years.
- In science, the results of IGCSE examinations and international benchmark tests are outstanding. In lessons, when teachers carefully align learning objectives to curriculum standards, students gain good levels of knowledge and understanding and the large majority of students make better than expected progress. However, this is not consistent across all lessons. Students are focused and communicate their understanding with confidence. Their scientific skills are not as strong because opportunities for open-ended, practical investigative work are inconsistent.

Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Good ↑	Good ↑
Science	Very good ↑	Very good ↑



- In lessons and work samples, most students demonstrate, consistently over time, levels of attainment that are in line with MoE curriculum standards. They show adequate understanding of the Holy Qur'an, Hadith and Seerah. They can refer to them for certain rulings such as those related to marriage and family life in Islam. They have strong understanding of Islamic values such as thankfulness. Their Holy Qur'an recitation skills are secure. Students' show acceptable progress in lessons and in the quality of work they produce.
- Most students studying Arabic as a first language can read unfamiliar texts and summarise them to make presentations. They develop good skills in writing. They acquire a wide vocabulary, as evident when they communicate with one another. Their knowledge of grammar is in line with curriculum expectations.
- In mathematics, the results of AS examinations have been good overall for the last three years. Students are highly focussed and sustain this over long periods. Students make better than expected progress in acquiring new knowledge and understanding, for example, students in Grade 12 sketch the graphs of trigonometrical functions and use these to determine where the values of two equations are equal.
- In science, students are well prepared for AS examinations achieving outstanding results recently in chemistry and biology. External physics results in 2016 were not as strong. Students enjoy opportunities for practical investigations to support their understanding. They work independently and in groups to discuss scientific concepts and solve problems. They explain their work confidently using accurate scientific language. They make very good progress during lessons, demonstrating levels of knowledge, skills and understanding above curriculum expectations.

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

- Students enjoy learning. This is particularly evident in KG. Most students are capable, independent learners, although these skills are less well developed at the beginning of the primary phase. In upper secondary and post-16 classes, students improve their own work by assessing their progress against external examination levels.
- Across the school, students show respect and respond very well to teachers and other adults. Students collaborate well in most classes and work towards a common purpose. Teachers are increasing the use of debates, especially in English, and this is making a notable contribution to students' ability to listen to each other, think about what they hear and reflect on different views.

- In some lessons, especially in Islamic education, students make meaningful connections between their learning and their own lives, for example, praying and giving Zakat. These connections to real life are weaker in other subjects across all phases, because teachers routinely restrict such references or leave them to the end of the lesson, rather than making them an integral part of the learning activities.
- Students' critical thinking skills are generally undeveloped and evident only in a few lessons. For example, KG children can ask thoughtful questions about the movement of cars. School leaders recognise that there is more to do to develop students' inquiry and research skills, by engaging them in coherent open-ended investigative work.

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

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

- Students across the school have positive and responsible attitudes, especially in the higher grade levels. They demonstrate a very good sense of responsibility and commitment to their learning. They respond positively to critical feedback. However, there are limited opportunities for students to take initiative.
- Students' behaviour is very good, although this is more evident in the Primary, Secondary and Post-16 phases. Students are self-disciplined inside and outside the classroom and communicate positively with one another. They are also able to resolve differences easily. Bullying is rare.
- Students in all phases have a very good relationship with the school staff. They are also sensitive to the needs of their classmates and consistently help and support them. Older students frequently help younger children and students with SEND. Students across the school work cooperatively in groups and show empathy towards others when working with them in collaborative activities.
- Students have a very good understanding of the importance of safe and healthy lifestyles. They are committed to following the school rules and they respond positively to them when making choices. They also participate enthusiastically in the school's activities to promote healthy living.
- Students are punctual and their attendance is at least very good across the school and outstanding in the secondary phase. Students are also aware of the importance of attendance in improving their learning and achievement.


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

- Students across the school have very good awareness of the values of Islam and how they have an impact on many aspects of life in the UAE. Children in the KG have very well-developed understanding for their age. Both Muslim and non-Muslim students can explain the reasons for fasting in the month of Ramadan. They talk about the importance of dressing modestly and explain the value of hijab for Muslim women. They also talk about tolerance in the UAE and explain how all people are treated equally, irrespective of their race or culture.
- Students in all phases are very knowledgeable and respectful of Emirati heritage and culture. Their appreciation is evident in their active participation in the school's cultural activities and celebrations, such as the National Day and Flag Day. Students are also able to talk in detail about famous places in the country, such as the Sheikh Zayed Grand Mosque and Burj Khalifa.
- Students demonstrate deep understanding and awareness of cultural diversity in the UAE. They appreciate their own cultures and are highly respectful of other world cultures. They are able to give details about other cultures, such as their languages, dress, food and history. For example, they talk about The Great Wall of China and the Pyramids in Mexico. This understanding is more evident in the primary and secondary phases.

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

- Students understand their responsibilities as members of the school community and some take on key roles. Their regular and constructive activities as volunteers benefit the school and wider communities. The student council's main role is to organise these activities in collaboration with outside organisations.
- Students show a positive work ethic. When they are given opportunities, they take the initiative and make independent decisions. They enjoy creative activities and developing their own projects, such as participation in the Dubai innovative design initiative. Students have recently won a competition with their predictions for Dubai in 30 years' time.
- Students care for their school and take part in activities to improve its environment. They participate in schemes that promote sustainability and conservation locally and in the wider world. For example, they developed a 'green corner' in the school, they prepared a project about saving electricity; and they participate in plastic and paper recycling activities.

3. Teaching and assessment

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

- Most teachers' knowledge of their subjects is secure. The majority apply their knowledge to engage students so that they make good or better progress. However, a large minority of teachers do not adapt their approaches well enough to ensure that work is set at an appropriate level for all groups of students.
- Most lessons are well structured. There is a high level of consistency in lesson planning across classes and phases. It is robust and detailed. Almost all lesson plans identify three levels of learning outcomes. However, typically, the levels of these outcomes do not sufficiently address the diverse needs of the students. Lesson plans refer to links with other curriculum areas but these links are not always implemented in a relevant and productive way.
- Teachers' interactions with students are mutually respectful. The students are compliant and respond positively during lessons. There are several examples in Arabic, English and mathematics of teachers posing questions that enable students to make connections between different areas of learning and extend their skills in analysing and evaluating. However, the effectiveness of teachers questioning is very variable. Teachers frequently ask questions that require only one-word answers and focus only on checking students' basic knowledge rather than promoting deeper thinking.
- Teachers' skills in planning activities that meet the needs of different groups of students are developing. This is a current focus of training for teachers. Primary teachers, while aware of the different needs of students, do not routinely create activities to match these needs. In the key subjects in the secondary and post-16 phases, higher achieving students are suitably challenged to extend their learning and achievement.
- The development of students' critical thinking, problem solving and innovation skills is variable across the school, but there are some examples of good practice. For example, students learning Arabic as an additional language are challenged to devise a short play to summarise their learning. School leaders recognise the need for teachers to provide a wider range of activities to develop higher order thinking skills, requiring students to learn independently and gain confidence in solving problems.

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

- Internal assessment processes are mainly coherent and consistent across the upper three phases but lack effective application in the KG. They are linked to curriculum standards and provide clear measures of students' progress. However, in certain subjects, they are slightly inflated, and in need of more differentiating and challenging questions.
- The school compares students' academic outcomes against appropriate external, national and international expectations. There is reasonable correlation between internal and external data in most subjects. Assessment results of individual subjects are scrutinised to identify performance levels in skills and knowledge.
- Assessment information is analysed in some depth. Information about the progress of individuals and groups is accurate and detailed. The analysis identifies trends, patterns of attainment, weaker areas within the curriculum, and individual progress, as well as areas of concern. Information is shared with teachers in a range of formats so that they can evaluate their own performance and refocus their teaching.
- Teachers make use of the assessment data in lesson planning to meet individual learning needs. The assessment data is accurately used to form ability groups but the curriculum modification is frequently poorly matched to student ability levels, providing inadequate support or challenge. Target setting for individuals is not yet established across all subjects and phases.
- Teachers know the strengths and weaknesses of their students. Positive verbal feedback in class is good. Written feedback is a key focus in the school's training programme, with the aim of helping students understand their next steps for improvement. This is a developing area that is not yet consistent across subjects. Likewise, peer and self-evaluation is an effective feature of some lessons, but not yet consistent.

4. Curriculum

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

- The curriculum meets the requirements of the National Curriculum in England and the UAE Ministry of Education. It offers reasonably broad and balanced programmes of study. It is being adjusted to provide students with more opportunities to apply their skills, rather than merely acquiring knowledge and recalling facts. This is most successful in Arabic and English, where students participate in interactive class debates.

- The curriculum generally enables students to build their knowledge, understanding and skills as they move from grade to grade. However, transitions from the KG into the primary phase are not sufficiently well planned to ensure continuity in children's learning.
- The range of subjects offered to students studying IGCSE and AS level is limited. The school is developing some enhanced opportunities for subject choice at IGCSE but this has not resulted in a sufficiently broad range of options for this phase or at post-16.
- Cross-curricular links are incorporated into subject plans but, in practice, these are not effectively implemented in some subjects. Students are increasingly encouraged to make connections for example, through role play in English or by linking environmental issues in art, science and English. These initiatives have not been evaluated for their impact on students' learning, particularly regarding real world contexts.
- There is no systematic evaluation of the curriculum. The principal has carried out an initial review of subject provision and subject departments meet regularly to evaluate the quality of the programmes of study. The curriculum has been revised in the KG to bring it in line with guidelines in England. However, there is insufficient systematic review across the school to measure the quality of courses on offer and to identify those aspects that require improvement to meet the needs of all students. For example, in the Primary, Secondary and Post-16 phases, there is often over-reliance on the use of textbooks and worksheets. The school has not identified this as an issue due to the lack of curriculum review.
- The curriculum offers appropriately planned opportunities to develop students' understanding of the UAE through its social studies programme. Teachers ensure that students are aware of Emirati history and culture and these aspects are increasingly informing students' wider studies. Year 2 students know key facts about the seven Emirates and can describe famous places such as the Grand Mosque in Abu Dhabi. Older students have opportunities to discuss UAE values and to consider their role in contributing to its prosperity. Through lessons, all students have a developing knowledge, understanding and appreciation of the importance of retaining UAE heritage and conserving its environment.

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

- All teachers endeavour to support all students in their learning. Lesson plans refer to curriculum modification and differentiation but their implementation is inconsistent and does not effectively meet the diverse needs of all students. Students with significant special educational needs benefit from intensive support where the implementation of curriculum modifications is most successful.
- The curriculum provides some opportunities for students to engage in activities promoting enterprise and innovation but these activities are not consistently present across the school. Subjects such as art, French, business, physical education and information technology enhance the curriculum and support students' personal development. Drama, music, investigation and visual arts feature strongly in the KG curriculum. After-school sports have been introduced but students and parents would like additional extra-curricular choices.

- Arabic and social studies classes develop appreciation of UAE heritage. In some lessons, cross-curricular links are integrated to foster a broad understanding of Emirati culture and UAE society. School events celebrate aspects of UAE life and mark national celebrations. Field trips to important cultural and historical sites help students develop an appreciation of both Arabic and UAE culture.

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

- Staff have been trained on recently introduced safeguarding and child protection procedures, and a linked school policy has been introduced. Most staff and students know what to do in the event of concerns and there are procedures to record and deal with any incidents. An anti-bullying week has helped to raise students' awareness, and training for students on cyber-bullying is being initiated.
- School security has improved, including fire evacuation procedures. A full-time doctor is now supporting two nurses in ensuring a healthy environment. Closed circuit video cameras have been installed to monitor the school, and school buses have tracking systems. Enhanced supervision at school entrances and in corridors is assisting in supervising students' movement around the school.
- The school environment is suitably maintained, with appropriate records kept and checks carried out on safety equipment. Play areas have been upgraded. Records are also kept of any health and safety incidents in the school and on the buses, and the subsequent actions taken. However, this data is not collated sufficiently to provide school leaders with an overview of issues identified.
- The premises provide a safe physical environment. Areas of the school have been improved to ensure the safe movement of students, for example, putting door closers and corner guards on walls in the KG and early primary area. The school does not have a lift but has contingency plans to accommodate students with mobility impairments, should the need arise.
- The school carries out regular fire drills and students are aware of mustering points in the event of an evacuation. The school clinic rigorously monitors students' health issues and provides regular health and hygiene awareness programmes. The school promotes healthy eating, resulting in reduced student obesity. There is, however, no coordinated programme between the clinic and the physical education department to support healthy exercise.


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

- Staff foster caring relationships marked by mutual trust and respect. Teachers' effective classroom management skills and students' positive attitudes towards learning, result in good behaviour throughout the school. Students learn to take responsibility for their own choices and behaviour through the school wide promotion of a positive approach to behaviour.

- Attendance and punctuality are good and an effective reporting, recording and monitoring system has been implemented across the school. The system is outlined in the student-parent handbook and agreed by parents. Students understand that attendance supports effective learning and they are encouraged to take responsibility. Issues of concern are followed up promptly and successfully.
- School documentation clearly outlines the revised, systematic approach to identifying students with SEND and students who are gifted and talented. Children in the KG are monitored closely and referred for observation by the SEND staff. A collaborative process involving parents and class teachers is used to develop individual education and behaviour plans.
- Classroom teachers have the responsibility of providing support for all their students. Support for students with SEND is provided through individual support in the classrooms and in the learning resource room. However, in some lessons, differentiation and curriculum modification are not well planned or carried out. Support for gifted and talented students is at an early stage.
- Students' well-being is monitored closely by teachers who also provide personal guidance and individual advice. Effective counselling is provided to students experiencing emotional issues or behavioural difficulties. Students in the upper secondary and post-16 classes receive useful individualised guidance and advice from their teachers and the school principal regarding subject and future career choices.

Inclusion


Provision and outcomes for students with SEND

Acceptable 

- The revised identification process for students with SEND ensures greater accuracy, using referrals, checklists and observations, as well as professional reports when available. However, there is no use of standardised screening and diagnostic instruments. Individual education plans (IEPs) are developed collaboratively for students with academic learning difficulties. Individual behaviour plans are also prepared, as are individual plans for students with social or communication difficulties.
- Parents attend regular meetings to discuss their children's academic progress and personal development. They are consulted during the identification process and in relation to the development of their children's IEP, but they are not fully aware of how they can contribute. Parents are informed of progress through reports of curriculum-based testing, but progress against students' IEPs is not effectively recorded or reported.
- Teachers are supportive of students with SEND. However, training in differentiation and modification of the curriculum has not yet had a significant impact on classroom practice. Teachers collaborate with the SEND department to write IEP goals in their subject area but do not effectively integrate this information into their lesson plans. This hinders student progress.
- Students with SEND make adequate progress during lessons. However, the IEPs cannot be used to measure students' progress because they do not include specific, time-bound targets. The records kept of learning support lessons do not include learning objectives or any means of evaluating progress.

6. Leadership and management

The effectiveness of leadership

Good 

- While the school owner is the named principal, the recently-appointed deputy principal has played a strong role in establishing a sense of common purpose and direction based on enhancing the breadth of provision for students, and further strengthening teaching and learning. Leaders at all levels are committed to, and engaged in, improving students' outcomes. However, the school's vision has not been developed in consultation with the staff and middle managers, and leaders are not all clear about the school's goals and direction.
- Subject leaders have an increasing knowledge of the recently revised National Curriculum in England. Most understand effective practice in teaching and learning well. Leaders' commitment to inclusion is reflected by the improvements made in support for students with SEND. The school provides some training for its leaders, but this is not sufficient to ensure that all leaders are prepared to take the school forward on its journey of improvement.
- Relationships across the school are professional and staff are mutually supportive. Morale is generally positive. Regular heads of department meetings provide a good channel for communication. Devolved leadership is structured around heads of subject departments, who have a good understanding of their roles. There are no clearly defined roles for the leadership of teaching, learning, assessment and curriculum.
- School leaders encourage innovation and there is some evidence of innovative practices, for example, in the introduction of debating to enrich the English curriculum. Recently-introduced form time at the beginning of the day provides opportunities for teachers to support students' academic and personal development but the lack of regular assemblies limits opportunities for leaders to promote the school's core values and a sense of community.
- Leaders have begun to focus on enriching students' overall experience of school, to avoid a narrow focus on academic achievement. Most of the recommendations from the previous inspection have been addressed. Most statutory requirements are met but the ratio of teachers and support staff to children in the early years does not comply with curriculum expectations.

School self-evaluation and improvement planning

Acceptable

- Assessment information is used well to identify strengths and weaknesses in students' knowledge, understanding and skills. This results in changes to the curriculum to address any gaps in students' learning. Self-evaluation tends to be dominated by senior leaders. Although the views of stakeholders are gathered informally, there is no systematic approach. This results in some over-estimation of the quality of provision, including the curriculum and the attention to the care and support for students.
- The principal has gathered some useful feedback from classroom visits. The records of lesson observations by department heads tend to be very brief and do not indicate specifically 'what works'. Effective strategies are shared through informal channels. This means that although the school is accurate in judging teaching as good overall, there is no systematic process to evaluate the impact of teaching across specific phases and departments. Additional training is provided for teachers but there is no routine follow-up to evaluate its impact.

- The principal has led thorough reviews by subject leaders to help them gain a reasonably accurate picture of the effectiveness of their departments. Some departments have produced improvement plans but these list intentions, rather than specific, quantifiable success criteria. They lack detail about how the goals are to be achieved and how initiatives are to be monitored and evaluated. There is no overall school improvement plan, apart from the recently-developed five-year plan. The principal acknowledges that this is the next step.
- The school has consistently provided an acceptable quality of education over several years. Over the last three years, the school has generally sustained strengths in teaching and learning. The impact of this is evident in the good progress students are making in most key subjects. The last inspection report identified weaknesses in assessment, safety, care and support. These have been addressed, although there is still room for improvement. The last report also included a recommendation to strengthen the senior leadership team. This has been partially addressed, but lines of responsibility and accountability are not entirely clear. As a result, the principal takes on direct responsibility for aspects of the school that should be distributed.

Partnerships with parents and the community

Acceptable

- The school has good relationships with parents. They are invited to meetings when leaders wish to explain the rationale behind some decisions, such as the move to extend options at IGCSE. The views of parents are not routinely canvassed when shaping school improvement priorities. Parents typically support their children's learning and occasionally contribute to school life in other ways, such as attending International Day.
- The home/school 'agenda' books provide a useful channel of communication between parents and staff. They include expectations about students' behaviour and homework. Parents appreciate the prompt response from staff regarding any concerns they have. Parents of children with SEND are consulted as part of the process of creating IEPs and asked to sign off on the plan. They are invited to regular meetings to discuss their children's progress and personal development. They are not all aware that they can contribute to setting goals for their children.
- Parents are invited to meetings at the beginning of the school year where they are informed about the curriculum for their children's next class and where they can ask questions. The written progress reports provided to parents at the end of each term are not helpful as they do not give information about how children are doing in relation to the national curriculum. They simply include a list of scores on internal tests, such as spelling and phonics. Almost all scores are unusually high, indicating that the tests do not provide a realistic picture of students' achievement.
- During his first year, the deputy principal has established contact with local schools to exchange ideas. There are some beneficial links with the local community, including the involvement of students in local charities. The school has invited parents with particular expertise to contribute, for example, by talking to older students about their jobs and career pathways. However, parents' response has been extremely limited.

Governance

Acceptable

- Members of the advisory board are invited by the owner. These include the deputy principal, teachers and administrative staff, a parent, the head boy and the owner. Parents say they can contact the owner to ask questions and raise concerns but there is no systematic channel of communication where parents can express their views.
- The advisory board receives information about the school's performance, for example, about progress towards the National Agenda targets. Members seek clarification and ask pertinent questions, for example, about assessment information, but the inclusion of staff appointed directly by the owner is not conducive to their role in holding leaders to account.
- The advisory board exerts some influence on the school's leadership and direction. In response to the recommendations about safeguarding in the last inspection report, funding was made available for additional staff and training. The lack of a strategic plan constrains the board's ability to monitor the school's progress towards agreed goals. They are encouraging but not proactive.

Management, staffing, facilities and resources




Acceptable ↓

- The school runs smoothly and day-to-day procedures are efficient. The timetable generally works well but students in grades 1 and 2 are allocated periods of 80 minutes for some subjects, which means they find it difficult to sustain concentration. Subject teaching in these grades means that students sometimes have four different teachers in succession. For students this young, this is not conducive to a calm and purposeful learning environment.
- Staffing levels are adequate and the school has successfully retained staff from last year. Teachers have a good range of expertise and experience and are generally deployed effectively. However, staffing ratios in the KG do not meet curriculum expectations. Some classes need to hold fewer students to reduce overcrowding. Effective training is provided at the beginning of the school year and staff have benefitted from some in-house training by the principal.
- The premises provide adequate spaces for teaching and learning, although some classrooms are small for the number of students. The science laboratories for senior students are equipped with sufficient resources to enable investigative work but the lack of a laboratory for primary students constrains practical work. There is no prayer room nor library.
- Resources are sufficient to support learning across the curriculum. The text books used are not entirely aligned with the National Curriculum in England, as many are published in the USA. Funds have been allocated for the purchase of educational technology resources, but currently there are limited

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	229
	2015-2016	96
 Teachers	68	
 Students	67	

*The number of responses from parents is based on the number of families.

- Most parents responding to the survey feel the school is led well. They are satisfied with the quality of education and feel their children enjoy school. Almost all believe their children are well cared for and that they are kept safe when using the school buses.
- A large minority do not feel that teachers know their children's strengths and weaknesses. A similar proportion feel that not enough attention is paid to developing students' personal skills, creativity and independence.
- Other concerns include the provision of resources, including technology; the number of extra-curricular activities; and the extent to which parents' views are taken seriously.
- Almost all teachers are positive about the school, except for the provision of extra-curricular activities.
- Responses from students are very positive, although there were too few to be representative.

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