

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Queen
International
School

Celebrating
10 years of
inspections

QUEEN INTERNATIONAL SCHOOL

UK CURRICULUM

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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, P.O.BOX:85999
Principal	Lesley Patricia Davies
Principal - Date appointed	2/1/2018
Language of instruction	English, Arabic
Inspection dates	12 to 15 February 2018

Teachers / Support staff

Number of teachers	71
Largest nationality group of teachers	India
Number of teaching assistants	10
Teacher-student ratio	1:17
Number of guidance counsellors	1
Teacher turnover	18%

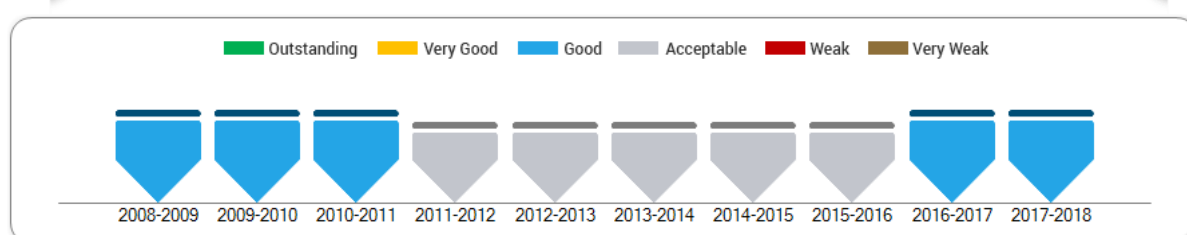
Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1163
Number of children in pre-kindergarten	0
Number of Emirati students	147
Number of students with SEND	19
Largest nationality group of students	Arab

Curriculum

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

School Journey for Queen International School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Queen International School was inspected by DSIB from 12 to 15 February 2018. 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.

Leadership and management

The newly appointed principal is committed to the continuous development of the school. The roles and responsibilities of leadership team members are currently under review. The leaders work harmoniously, despite some role overlap. The new, although keen and committed, governing board members do not hold senior leaders to account. School leaders have not developed an improvement plan based on an accurate internal self-evaluation.

Students' achievement

Students achieve consistently outstanding results in IGCSE examinations which is the trend of the previous three years. Students' knowledge and understanding in key subjects are strong, but less so in scientific and mathematical literacy and skills development. In English and Arabic, most students' reading skills are developing more slowly than other skills, due to insufficient time dedicated to developing these skills.

Students' personal and social development, and their innovation skills

Students' personal and social development are very strong, especially their understanding and appreciation of the UAE heritage and culture. Innovation and entrepreneurship skill development and understanding of other world cultures are not as strong.

Teaching and assessment

The quality of teaching for effective learning is good across the school. There is a strong emphasis on the development of students' knowledge and application. Teachers, in their lesson planning for individual student learning, use some assessment data, leading to most lessons being well planned. Learning technologies and other resources to support students' learning are limited, restricting independent learning opportunities.

Curriculum

The curriculum is acceptable across all phases. It is generally broad and balanced, but is not consistently adapted to meet the needs of all students. The school has not ensured all subjects are aligned to the chosen curriculum, rather than to the provided textbooks.

The protection, care, guidance and support of students

Smaller class numbers in the Foundation Stage have resulted in a safer learning environment. However, adult access into the Foundation Stage area is not fully controlled.

What the school does best

- Students' outstanding IGCSE results in English, mathematics and science over the last three years.
- Students' personal and social development, their understanding of Islamic values and strong appreciation for the UAE culture and heritage, particularly in the Foundation Stage.
- The good quality of teaching and students' learning across all phases of the school.
- The commitment of the new principal and newly formed governing board to the further development and enhancement of the school.







Key recommendations

- Improve the quality of curriculum provision by;
 - ensuring all teachers receive appropriate and rigorous professional development in the use of the National Curriculum in England;
 - aligning assessment processes and resources to match curriculum standards, expectations and requirements.
- Ensure all teachers consistently use the available assessment information to;
 - inform the planning of lessons to fully meet the needs of all students;
 - clearly and accurately set individual targets and next steps for students in their learning.
- Review the school's safety policies and procedures, to ensure all adults accessing the Foundation Stage teaching and play areas during the start and end of the day have authority to do so.
- Review the leadership structure, assignment of responsibilities and accountability procedures to ensure curriculum provision, self-evaluation processes and prioritising the next steps of school development are successfully managed.

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	Good ↑
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	Very good	Not applicable
	Progress	Good	Very good	Very good	Not applicable
Mathematics 	Attainment	Good	Good	Very good ↓	Good
	Progress	Good	Good	Very good ↓	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	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	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

National Priorities

National Agenda Parameter



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

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

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as indicated by the National Agenda Parameter benchmarks is above expectations in English, mathematics and science.
- The principal is fully committed to the National Agenda, has significant expertise in strategic thinking, and acknowledges the importance of detailed and effective plans.
- IBT Test results and CAT4 data are conscientiously collated. Cohort strengths and some achievement gaps are identified. Accurate tracking of student progress is yet to be a feature of the school.
- The school continues to plan adaptations to its curriculum to ensure National Agenda Parameter skill requirements are met and students are well prepared for the TIMSS and PISA testing.
- Some strategies have been identified for the promotion of enquiry-based learning, critical thinking and problem solving. As yet lesson plans do not sufficiently reflect CAT4 learning styles.
- Currently, adequate resources are not provided to allow students to fully develop critical thinking and investigative skills in a 21st century educational setting.

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

Emirati Students

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



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

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

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Leaders have been ineffective in closing any gaps between the progress of Emirati students and others. Progress is not always accurately measured, and data is not used to develop targets for school improvement for Emirati students. In the upper phases, many Emirati students have not made sufficient progress to be confident the curriculum offered will match their ability.
- Most Emirati students are motivated and display resilience in lessons; they display very positive work ethics. Data from CAT4, whilst collected and distributed, is not routinely used to differentiate to meet students' needs in lessons. However, the links to UAE culture features frequently in lessons to support engagement and motivation.
- In the best classes, all students' personal progress is tracked against targets. However, in many lessons personalisation is weak and does not address gaps in reasoning evident from the CAT4 data. Very able students are identified using some data, and extended learning is then promoted using activities and research, although mostly at home or beyond the classroom.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

- The curriculum follows closely the requirements of the UAE moral education programme (MEP) learning outcomes. It defines scope and sequence and effectively engages families.
- Teachers have strong subject knowledge and ensure lessons are personalised, differentiated, and engaging with the use of supplementary resources and real life examples.
- Students share their prior knowledge and understanding. They actively collaborate to explore the concepts of the MEP and are starting to apply their understanding to local and global contexts.
- Student learning in the MEP is assessed and reported to parents. It takes account of how students feel, think and act.

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

Social Studies

- The curriculum follows the requirements of the UAE social studies learning outcomes. It is broad and balanced with innovative curricular planned links.
- Teachers are insecure in their knowledge and pedagogical skills and do not provide appropriate challenge and support especially in the upper year groups.
- Students occasionally share their prior knowledge and understanding. They sometimes collaborate and work productively to do basic research and make connections to their real world.
- Assessments in UAE social studies provide valid measures of students' progress and inform curriculum planning in order to meet the needs of all students.

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


Innovation in Education

- Across the school, opportunities for students to be creative and innovative are limited.
- The use of technologies to support innovation in student' day to day learning practice are limited. They have little access to technology during the school day.
- Teaching restricts opportunities for students to develop innovation skills. There are better examples of planning for innovation in the upper year groups.
- The school's curriculum reflects a superficial understanding of innovation. This restricts the scope of creative and innovative opportunities and outcomes.
- Leaders are aware that the school needs to continue to improve the aspect of innovation in all areas. The new principal is beginning to develop ideas.

The school's promotion of a culture of innovation is emerging.

Main inspection report


1. Students' achievements

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

- The attainment of primary and secondary phase students is stronger than that of students in the post-16 phase. However, the school data reflects higher attainment than observed in classes and in students' books.
- Students in the secondary phase make strong connections with the real world and are able to successfully apply their critical thinking to tasks. However, students' skills to link Hadith and the Holy Qur'an verses to the subject they are studying are limited.
- Secondary phase students' progress is improved. Students are now able to understand more sophisticated Islamic concepts and apply their knowledge about Islam in real life situations. Across all phases, students recitation and memorisation skills are underdeveloped.


For development

- Improve students' recitation skills by providing systematic practice of the Holy Qur'an.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Very good	Good	Good
	Progress	Not applicable	Very good	Good	Good

- Across the higher phases, a majority of students demonstrate levels of attainment and progress that are above the expectations of the MoE curriculum standards in the four language skills. Students in these phases make better than expected progress.


- Students interact positively in class and can communicate their thoughts confidently. However, at times, some use colloquial Arabic in their oral communications. In reading, students across the phases demonstrate levels that are above the MoE expectations.
- In the secondary phase, students develop sophisticated writing skills using a variety of writing genres. The introduction of creative writing in this phase provides additional opportunities for students to practice and improve their writing skills.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Very good	Good	Not applicable

- In both phases, the majority of students demonstrate levels of attainment that are above curriculum standards. However, students in primary phase demonstrate better progress against the lesson objectives.
- Students in both phases, particularly in the primary phase, demonstrate very good speaking skills using classical Arabic. Students are developing their writing skills at a slower pace than other skills.
- Working on the joint language strategy with the English department is contributing to improvements in the development of the four language skills.

For development

- Provide students with frequent opportunities to read and write extensively.


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

- Older students achieve outstanding IGCSE results. From their starting points these students make very good progress in English. Written work is generally accurate and students have a strong understanding of a wide range of vocabulary.
- As students progress through the school, they are increasingly able to analyse, read for inference and present their findings to other students. Primary and lower secondary phase students have limited opportunity to read a range of literature.

- In Years 9 and 10, students independently research and think critically about the topics they debate and they can organise their findings into logical and intelligent arguments. A majority are highly articulate speakers.

For development


- Extend reading schemes so all students are provided with frequent opportunities to read a wide range of literature.

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

- Students continue to achieve well above expectations in the secondary phase, with performance across the school in external tests generally better than observed in lessons.
- Small numbers of Year 11 students achieve very strong results in IGCSE and respond diligently to skilled coaching in examination techniques. All students respond well to regular tests of factual recall. This is reflected in their capacity to memorise facts and score highly in number, algebra and geometry in benchmark tests.
- Some curriculum changes are providing more opportunities for students in the primary phase to develop their practical skills of estimation, measuring and investigation. The application of mathematical skills and understanding and acquisition of problem solving techniques remains weaker.

For development

- Provide consistent opportunity for students' engagement in real life investigations to develop reasoning skills.

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

- Students in all phases are keen learners. Although grades vary across the phases, students' attainment and progress are at least very good in the upper phases, with many students making better than expected progress.
- Opportunities to develop critical thinking and investigative skills are gradually developing in the upper phases. Not all students are confident at making scientific predictions and developing hypotheses, which they can then test for accuracy and modify if required.
- Most children in the Foundation Stage can use appropriate scientific vocabulary to compare and classify things, but are unable to predict, ask questions or draw conclusions without teacher's support. Most children make appropriate progress in lessons and against their starting points.

For development

- Provide students with the scientific knowledge, practical and learning skills they will need to succeed beyond school.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Good	Good	Good	Good

- Students are very positive and enthusiastic learners who are keen to take responsibility for their learning. They respond well to opportunities to collaborate, are able to clearly communicate their learning and are increasingly capable of making connections with real life and other subjects.
- Students in all phases of the school have few opportunities to use technology to support their learning in the classroom situation. This is a potential barrier to them developing independent enquiry and research skills through open-ended investigative work.
- Critical thinking, research and problem-solving opportunities continue to be underdeveloped features of learning across all phases of the school, but particularly with younger students.

or development

- Improve the quality and quantity of basic research and problem-solving skills and opportunities to develop deeper critical thinking.

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 are self-disciplined and well-mannered. Their positive behaviour contributes to a harmonious learning environment. They show genuine concern and sensitivity to the needs of their peers and others.
- Positive relationships are prevalent in almost all lessons and during intervals. Bullying is rarely observed. Students understand the importance of having a healthy lifestyle and are able to make healthy eating choices.
- Students' attendance is very high and the majority of students are punctual in arriving at school and for lessons throughout the school day. Students are very aware of the benefits of good attendance to enhance their academic achievement.

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

- Students have a strong appreciation of Islamic values. They understand the relevance of these values and their impact on everyday life in the UAE. They understand and appreciate the values of modesty and respect for women.
- Students have a strong understanding of the traditions and culture of UAE and show respect to them. Foundation Stage children have an excellent knowledge of local food and traditional clothes.
- Students have a clear appreciation of their own culture and the variety and range of other cultures around the world. Students show respect for other nationalities, languages, and religions. However, students' awareness of, and deeper understanding of global cultures is underdeveloped.

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

- The school provide goods and wide-ranging opportunities for students to contribute to the life of the school and the wider community. Students of different phases are actively involved in supporting, initiating businesses and environmental projects. Students are involved in charitable activities.
- Students throughout the school have a strong work ethic with older students, particularly girls, having the most positive attitudes to work. They take advantage of the experiences the school provides to develop enterprise skills. The majority of older students are creative and take pride in leading activities.
- Students in all phases, care for the school environment. They participate in cleaning projects throughout the school and Dubai community. The students keep school buildings tidy and know about the importance of recycling.

For development

- Develop students' understanding of global cultures.

3. Teaching and assessment

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

- Teachers have a good knowledge of students' academic strengths and plan learning activities based on this. However, these activities are not always matched to students' learning needs and therefore progress is not always quick enough.
- Whilst teachers have good relationships with, and appropriately high academic expectations of their students, the emphasis on predominantly knowledge-based activities, does not encourage the development of higher order thinking skills in the secondary phase.
- Teaching in the primary and lower secondary phases is at times inconsistent. Sometimes closed questions that only require one-word answers are asked. This restricts students' development of critical thinking and problem solving skills.

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

- The school continues to collect large amounts of data from its regular internal assessments, which are linked to the Cambridge scheme of work. School leaders identify the need to better align their processes with the National Curriculum in England to ensure accuracy of judgment of students' attainment and progress.
- School leaders track student performance through internal tests, but do not identify gaps in students' learning, particularly in the Foundation Stage. Evaluations do not always lead to appropriate adaptation of the curriculum to meet the needs of all students.
- School leaders recognise the need to improve teachers' use of data across all subjects. The consistency in the quality of feedback to students and in student involvement in self and peer assessment is underdeveloped.

For development

- Ensure teachers make the best possible use of all available data to inform the planning of lessons to fully meet student learning needs.
- Ensure teachers provide meaningful, diagnostic comments in their assessment feedback with their students, and involve students in self and peer assessment processes.

4. Curriculum

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

- The Foundation stage curriculum is broad and balanced. It is aimed at developing children's knowledge, skills, understanding and attitudes across all areas of the early years' foundation stage (EYFS) framework. However, continuity and progression between EYFS and Grade 1 are still not fully established.
- Cross curricular themes are a strength in English and Islamic education, when students are encouraged to link their understanding of the real world to their learning.
- In English, mathematics and science teachers follow the Cambridge curriculum. They are not fully aware of the requirements of the curriculum in England and expectations or standards for the assessment of progress.

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

- The curriculum is planned to meet the needs of most students in all phases but is not sufficiently adapted to meet the needs of many students. For example, the most able students have limited opportunities to widen and deepen their learning in lessons.
- In the upper phases, the curriculum is guided by textbooks and opportunities for innovation, creativity and enterprise are rarely provided. Many local visits are organised and students themselves initiate some social contribution in their community.
- Many examples of local culture are embedded into lessons, resulting in students having an appreciation of the heritage and values of the UAE. Extra-curricular opportunities after school are usually sporting and physical with few cultural or artistic offerings.
- The school offers Arabic to children in FS2 5 times each week, and to FS1 4 times each week.

For development

- Ensure the most able students are given more and consistent opportunities to widen and deepen their learning in lessons.

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 health, child protection and safeguarding of students is acceptable in all phases. There are procedures in place to ensure that students feel safe and have the confidence to report any concerns to an adult in the school
- The promotion of health is a priority. Students are well supported by medical professionals who work with teachers to promote healthy lifestyles. Students are taught to eat healthy food and have easy access to drinking water throughout the day.
- Provision for a safe, secure and hygienic environment requires improvement. Foundation stage children and their parents are not properly supervised and checked at the start and end of the school day. Transportation to and from school is well organised.

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

- Relationships between staff and students are positive. Systems for managing attendance and punctuality are efficient. Best practice in addressing and reducing bullying is not routinely used to ensure the well-being of students over time.
- Students with SEND and those who are gifted or talented are identified using data and other indicators. The most able students are encouraged to deepen their learning with projects for homework, but in class there are few opportunities for challenge.
- Students generally feel well supported and their physical needs are well monitored and promoted. Staff resources to counsel students who may be experiencing difficulties are not adequate. Students who stay on into the secondary phase and beyond are advised effectively about future opportunities.

For development

- Ensure greater consistency in recording and addressing behavioural issues including bullying.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable
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- Leaders in the inclusion department work hard to monitor and improve the outcomes for students who have SEND. Plans for improvement are in place but a lack of physical and staffing resources, training and rigorous monitoring of lesson quality limit development.
- Most needs are accurately identified and diagnosed, usually assisted by outside agencies. However, some barriers to learning are not being addressed. Guidance on meeting students' needs sometimes lacks personalisation nor consistently applied in lessons.
- Parents engage with the school when necessary and feel able to judge progress. However, opportunities which enable them to contribute to the formulation of meaningful targets for their children are few. Parents lack confidence that the school will match curriculum to students' needs in the upper phases.

- Teachers routinely plan for differing levels of ability in lessons, but some are not skilled in overcoming barriers to learning. Additional staff to support learning are rare, but most students are able to learn quite independently in the best lessons.
- Most students with SEND make good progress with limited modifications. Leaders are developing ways of showing progress other than in tests, but in too many lessons, assessment of learning is not routine and students lack an understanding of their next steps and progress milestones.

For development

- Rigorously monitor the quality of teaching for students with SEND, with follow up observations and training on overcoming barriers to learning.

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

- The principal articulates a clear vision that focuses on improving the curriculum and assessment systems to fully align them with the National Curriculum in England. While the roles and responsibilities are not well distributed among leaders, all are committed to the improvement of the school and have quickly built a positive relationship with the new principal.
- Leaders are aware of the school's strengths and areas for development. However, written documentation is inconsistent. The principal and senior leaders are drafting a development plan which is in its early stages. Consequently, it not fully implemented, nor impacting on students' learning.
- Parents are very supportive of the school and the owner. Although there is a parent's council, it has little impact on school provision and outcomes. Few parents are aware of how best to use this council to develop ideas and initiate improvement. School reports provide parents with relevant information. The school has positive links with the wider community.
- The owner has recently appointed four new members to the board, all of whom have direct links with the school and who are very supportive of the school. They work well with the principal, who has provided them with a five-year plan for the school. They are developing systems to hold the leaders accountable, but this is in its early stages.

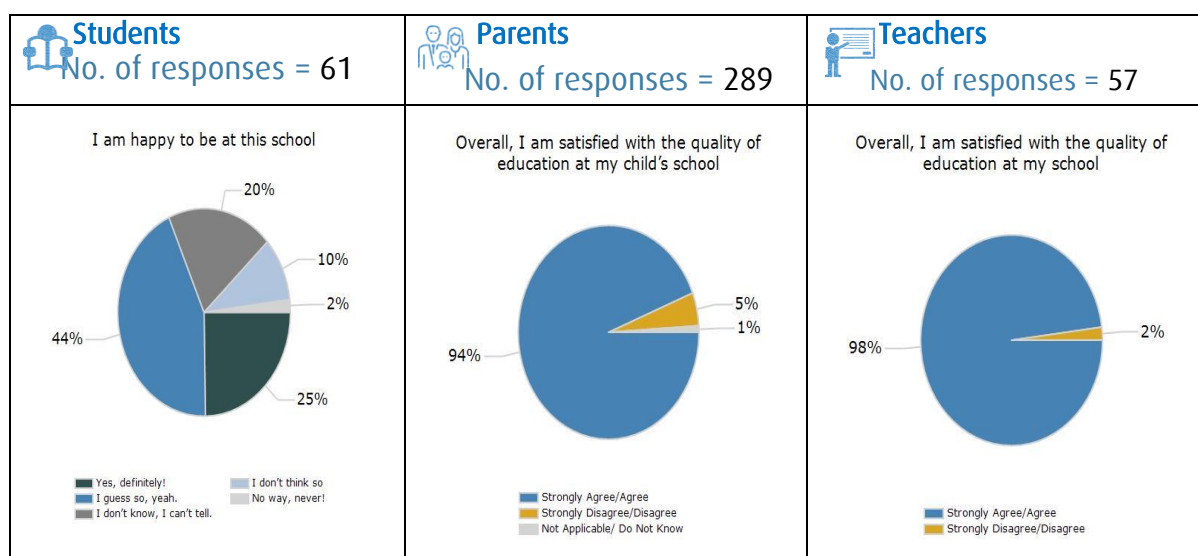
- There is a significant improvement in the staff/student ratio in the Foundation Stage with the smaller class sizes leading to improved learning environments. Although the school has provided new resources, these have not impacted on student's reading nor improved their independent learning and research skills.




For development

- Ensure roles and responsibilities are better distributed across leaders.
- Apply more rigour to the self-evaluation processes.
- Develop and implement more systematic and rigorous systems for governors to hold leaders accountable for improvements.
- Use the wider range of resources to develop students' learning and improve their progress.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Students who responded to the survey, indicate they are satisfied with the quality of education at the school, but would like more opportunities for activities, extra curricula work and projects, particularly during the break time.
 Parents	Parents who returned the survey, expressed satisfaction with the quality of education provided by the school. However, a few commented on the lack of access to the schools leaders, and insufficient student extra-curricular activities.
 Teachers	Almost all teachers who responded to the survey, are satisfied with the quality of education at the school. A lack of resources and the desire for additional external professional development are raised as concerns.

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