

Inspection Report



The Oxford School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	1988
Website	www.oxford.sch.ae
Telephone	04-2543666
Address	DUBAI - MUHAISNA 4P.O BOX 50091
Principal	NIKHAT REHMAN
Language of instruction	English
Inspection dates	12 th – 15 th January 2015



Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	Foundation Stage 2 - Year 13
Number of students on roll	2143
Number of children in FS1	0
Number of Emirati students	64
Number of students with SEN	49
Largest nationality group of students	Pakistani



Teachers / Support staff

Number of teachers	133
Largest nationality group of teachers	Indian
Number of teacher assistants	4
Teacher-student ratio	1:25 FS and 1:30 other phases
Number of guidance counsellors	2
Teacher turnover	25%



Curriculum

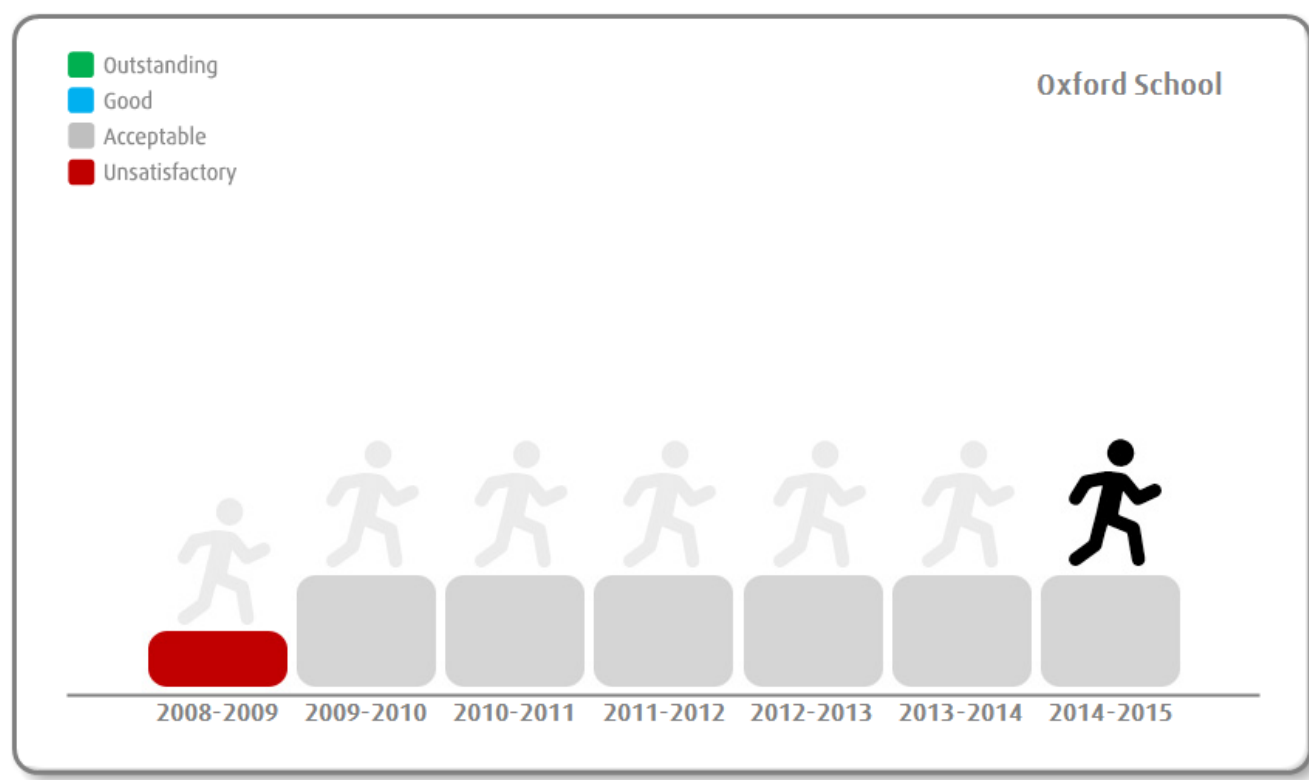
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	Cambridge Checkpoint Yr.6 & Yr.9, IGCSE, AS and A level examinations
Accreditation	



Dear Parents,

Oxford School was inspected by DSIB from 12th -15th January 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition, inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The academic performance of the post-16 phase was strong in most key subjects, as were students' learning skills, personal, community and environmental responsibilities.
- Students achieved a consistently good level of attainment and progress in English across all phases of the school.
- Parental involvement was good as well as their engagement in support of their child's education.

Areas for improvement

- Improve the quality of teaching in science and mathematics, Islamic Education and Arabic as a first and additional language, so that teaching consistently meets students' individual learning needs.
- Ensure teachers routinely monitor the extent of progress of students with special educational needs and adjust the level of support they provide in lessons.
- Ensure the priorities for school improvement are more accurately identified and better aligned to processes of self-evaluation, school development planning and data analysis.
- Governors should recruit additional well-qualified, high quality staff, in order to increase capacity amongst the teaching staff.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Oxford School



How well does the school perform overall?

Overall, the Oxford School provided an **'Acceptable'** quality of education for its students.





- Attainment and progress across all phases was generally acceptable. The exceptions were in English where judgements were good across all phases. Islamic Education and science in post-16 phase and secondary mathematics were also good. There was outstanding attainment and progress in post-16 mathematics. Most students across the school were willing to participate in learning, however they were not sufficiently encouraged to ask questions to improve their understanding.
- Senior students were extremely good role models for their younger peers. Across all phases almost all students were self-disciplined, and showed positive behaviours and sensible attitudes. They had good knowledge of Islamic values. As they progressed up through the school they developed an increasingly sophisticated understanding of Emirati traditions and cultural heritage and the impact these had on modern Dubai.
- Most teachers across all phases presented appropriate lessons. However, teaching methods did not ensure that all students, including those with special educational needs adequately progressed in their learning.
- The school's curriculum helped students to develop skills across a range of subjects in meaningful and interesting contexts. Although broad and balanced it did not fully meet the needs of boys and students with special educational needs.
- Health and safety across the school was acceptable. Improvements in child protection and cyber safety had been made, and all students were well aware of the need for healthy living. The school provided suitable advice and guidance to students and had adequate systems to promote good attendance and behaviour.
- School leaders promoted a caring ethos. However, its guiding values were in need of modernising, to include advanced learning skills. A high staff turnover reduced leader's success at improving key aspects of its work. The school was systematic in its ability to evaluate itself and plan for improvement, but this was inconsistent and not linked to key priorities. Parents felt welcome at the school; the Principal and staff listened to their concerns. Good information about school life and about their children's academic, personal and social development was well communicated to parents.

How well does the school provide for students with special educational needs?



- The progress of students with special educational needs was unsatisfactory. Well written individual educational plans (IEP) and behaviour management plans identified targets for students' improvement but these had not been in place long enough to confirm their impact.
- Students with special educational needs were insufficiently supported in lessons. Teaching was not personalised or planned enough.
- Educational and behaviour management plans provided a useful and appropriate list of modifications matched to students' interests, needs and aptitudes. However, students' progress was hindered by these modifications and not used sufficiently in lessons.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Good ↑
	Progress	Not Applicable	Acceptable	Acceptable	Good
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 English	Attainment	Good	Good	Good	Not Applicable
	Progress	Good	Good	Good	Not Applicable
 Mathematics	Attainment	Acceptable	Acceptable	Good	Outstanding
	Progress	Acceptable	Acceptable	Good	Outstanding ↑
 Science	Attainment	Acceptable ↓	Acceptable	Acceptable ↓	Good
	Progress	Acceptable ↓	Acceptable	Acceptable ↓	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Acceptable	Acceptable ↓	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good ↓	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Outstanding ↑

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths

- In the post-16 phase, attainment and progress were outstanding in mathematics and good in Islamic Education and science. Outstanding personal, community and environmental responsibility were notable in this phase.
- Across all phases attainment and progress in English were good.
- Across all phases students' personal and social responsibility were strong.
- The school's curriculum was of a good quality.
- Good parental involvement and engagement was as a result of regular information to parents on children's educational progress.


Changes since the last inspection

- Improvements in school facilities had been made, including an additional library and outside shaded areas. There were increased technology based learning and assessment resources, used in particular in mathematics and for reading. An improved web based student and parent communication system had been introduced.
- Class sizes in the Foundation Stage were reduced, which provided additional personal learning space and increased learning opportunities.
- A wider range of clubs had been timetabled and after-school sporting options had increased for boys.
- The introduction of electronic tablet technology had enhanced students learning, particularly in the primary and secondary phases.
- Recently appointed staff qualified in special educational needs, had ensured improved identification of these students.



Recommendations

- Raise the attainment and progress of students in Islamic Education and Arabic languages, mathematics and science by improving the quality of teaching so that it includes greater challenge and support and teachers make better and more consistent use of assessment to inform their planning.
- Ensure that all teachers closely monitor the progress of students with special educational needs in lessons and adjust the level of support and the type of curriculum modifications they make, to ensure provision more closely matches the learning needs of students.
- Improve self-evaluation and school improvement planning processes by;
 - improving school assessment practices to ensure there is more accurate assessment data
 - accurately identifying the priority areas for development through a rigorous and detailed analysis of accurate data
 - ensuring action plans identify success criteria and are targeted on the school's priorities for improvement.
- Increase the capacity amongst teaching staff at all levels by recruiting additional well qualified, high quality staff.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?



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	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable 	Acceptable 

- In English, children quickly developed good listening and communication skills. By the upper Foundation Stage, some children were spelling simple words, by using their knowledge of phonics. The majority were able to form letters correctly and write a few sentences, using correct punctuation. They listened to stories, rhymes and poems for information and enjoyment. A few were reading their first books. Children developed confidence at responding appropriately to simple 'who', 'what', 'when' and 'where' questions, but had too few opportunities to regularly share their ideas.
- In mathematics, children had a good understanding of number and shapes. They used manipulatives, pictures and symbols to notice relationships between sets of things to be sorted, counted, shared and represented. By the end of Foundation Stage most were counting reliably up to or past 20, knew 'more than', 'less than', and 'same', and could recognise basic shapes as well as using these shapes to form other figures. Teachers provided too few opportunities for children to share their thinking about how they arrived at an answer. Teachers did not allow sufficient time for children to understand new concepts, which restricted the amount of progress they made in lessons.
- In science, children enjoyed a wide range of experiences and were beginning to understand more of their world. They enthusiastically participated in practical activities and used an increasing range of skills when conducting investigations. For example, they predicted which object could float or sink and which were heavier or lighter. Children's progress and attainment was restricted because they had insufficient time to experiment independently, to ask questions and to develop their critical thinking skills.



Primary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Students had an adequate understanding of aspects of Seerah and faith and had appropriate recitation skills. They made acceptable progress in understanding stories of the Prophets and issues of Fiqh.


- In Arabic as a first language, students' speaking skills were appropriate and a minority could read eloquently. Students made acceptable progress in understanding texts and writing sentences using new words.
- In Arabic as an additional language, most students had adequate listening and reading skills. They acquired an appropriate range of new vocabulary. However, their speaking and writing skills remained underdeveloped.
- In English, the majority of students were able to listen well and respond to questions when asked. They enjoyed reading books and when writing they understood how to develop interesting characters. In discussions and formal presentations, their speaking skills were less developed.
- Mental arithmetic drills at the beginning of each class were building confidence and enhancing mathematical attainment. By Grade 6, students' performance in handling data, geometry and measurement, was stronger than in number.
- Students explored a wide range of scientific concepts, and developed their knowledge of life, physical and earth sciences. Overall, their development of basic facts, knowledge and skills related to scientific enquiry was limited, at times due to minimal laboratory exposure. Most investigations were dominated by the teacher, which slowed the progress of students and reduced their chances of independent learning and discovery.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable 	Acceptable 

- Students in Islamic Education had appropriate knowledge of congregational prayers and the Signs of the Hour. They made acceptable progress in understanding the meaning of the verses and the prayer rules for late joiners.
- Most students in Arabic as a first language spoke clearly and had age appropriate reading and vocabulary skills. They made acceptable progress in understanding types of similes and superlatives.
- In Arabic as a second language, most students understood spoken language and could read short texts. They made limited progress in their writing and reading comprehension skills.
- In English, students' fictional writing showed that they had thought carefully about characters and that they had a clear grasp of the use of punctuation. Students listened well to the views of others and expressed opinions that were thoughtful and challenging.
- In mathematics, students' performance was consistent in the areas of algebra, geometry and measure, handling data and numbers. Students' progress in Year 11, was stronger than at other levels where there were a broad range of problem solving opportunities. Progress overall was well supported by a range of technology activities that enhanced learning.
- Secondary students were exposed to a broad science curriculum. However, the development of scientific concepts was more consistent in the upper secondary years. Students were developing an ability to interpret results in the context of a simple experiment, reason, draw conclusions, and evaluate to support an argument. Insufficient differentiation or modification led to some groups of students not receiving the challenge or support they needed to make better progress.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Outstanding	Outstanding 
Science	Good	Good

- Students had well-developed knowledge of non-Halal foods, and made good progress in understanding the evidence supporting these rulings.
- In Arabic as a first language, most students could speak confidently but too often they used colloquial language. They made acceptable progress in writing short paragraphs. For example, on technology and parental control, but for most, extended writing was a developing feature.
- In mathematics, internal and external exam results were outstanding. Students were able to work with abstract and concrete situations that involved a range of variables. They could link mathematical ideas to real-world examples. Students could reason with some insight in straight forward contexts, and could effectively use their growing range of skills. Students' outstanding interpretation and reasoning skills were used to good effect in their problem solving.
- Students in science were well supported and challenged in their theoretical and practical work, which enhanced their progress. They used well developed inquiry abilities, linked knowledge appropriately, and a few could bring critical insights to situations. The majority could construct explanations based on evidence and arguments based upon their analysis, which supported their higher order thinking skill development.


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

- Most students enjoyed and engaged in learning when given the opportunity. They generally took responsibility for their own learning and did what was expected of them. However, too often students were passive listeners or observers, because lessons did not sufficiently challenge them in their thinking. The majority were not sufficiently aware of what was required to improve their learning.
- Most students were appropriately guided to work productively in pairs and in groups and were generally keen to collaborate and help each other. Post-16 students benefitted from ample opportunities to develop their leadership skills by helping younger students with their learning. Most students across the school, were not encouraged to ask questions and Foundation Stage children and primary students were still not sufficiently confident in sharing their learning.
- In lessons and enrichment classes, most students made connections with previous learning and other curricular areas. Students, particularly in the upper phases were able to relate their learning to the real world.
Post-16 and older secondary students had opportunities to develop their critical thinking skills, but primary and younger secondary students were not encouraged to investigate independently or find things out for themselves. Where investigative work was evident, it was too teacher directed and

controlled. Students' use of technology in their everyday learning was emerging across the school. The regular use of computer tablets was best developed in senior English and mathematics classes.

- In the Foundation Stage, children worked well together. They were co-operative and polite to each other and to adults and enjoyed practical lessons. Children did not have enough time to be active participants in exploring, developing and applying knowledge and skills independently. Not all had enough time to talk about their experiences, ask questions, express their thoughts, feelings and explain how to solve problems, which reduced their critical thinking skill development.


2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good 	Outstanding


- Most students were self-disciplined, showed positive behaviour and demonstrated sensible attitudes.
- Relationships were cordial and respectful with students showing good manners.
- Attendance was good but students did not always arrive to lessons on time.
- In Post-16, students had extremely positive attitudes to school and learning. They were appropriate role models for younger students. They approached their learning and their relationships maturely.
- Students maintained a healthy lifestyle and regularly monitored their own BMI indices. They lead school clubs wisely. More students were choosing healthy lifestyles, as a result of the schools awareness programmes.

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


- Students demonstrated good understanding of Islamic values. In Foundation Stage, most children knew some Islamic features, while older students knew how Islam influenced life in Dubai. Older students had a broader understanding of collaboration and helping others. They actively participated in charity initiatives. Clear messages of respect for Islam and Muslims were regular features of school assemblies.
- Students showed good knowledge of Emirati traditions and of Dubai's role in the UAE. Young children knew the colours of the UAE flag, key buildings and the names of prominent leaders.
- Students were proud of their own cultures but their awareness of the cultures of other nationalities' required development.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Good	Good	Outstanding 
<ul style="list-style-type: none"> The Community Enrichment Programme comprising of mainly Post-16 students had a high profile in the school and was active in the wider community. Initiatives spanned an extensive list of worthy activities including Yawm Al Khidma, working for a centre supporting those with special needs, sponsoring school students in India and engaging in volunteer work in Sri Lanka. Students had a strong work ethic. The Student Council had innovative initiatives which included; the Market Day for Education, Alumni gatherings, Career Talks and the Pencil Collection Drive. The Environmental Responsibility Programme was a developing strength, but principally involved senior students. They regularly conducted assemblies on community based-themes to share their ideas. For example, an assembly on the green economy which was presented by senior girls. The club had won many awards in many inter-school competitions. In Foundation Stage, children developed a caring and practical approach to the school environment that included the growing of plants. 				

3. How good are teaching and assessment?





	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Acceptable	Acceptable 	Good
<ul style="list-style-type: none"> The majority of teachers demonstrated good subject knowledge and presented their lessons appropriately for each year group. Most, especially in the Post-16 phase, had an understanding of how students learned. This was not as strong in the lower phases, where some teachers talked too much with very few opportunities for students to participate during lessons. Most lessons had a well-planned structure and teachers made sure that students understood what they were going to learn. The learning environment was more stimulating in Foundation Stage and in lower primary. Lesson resources, when used were adequate overall. The good use of electronic tablets and laptops enabled students to learn more successfully especially in secondary and the Post-16 phases. The very positive relationships amongst students and teachers ensured they interacted well with each other. Teachers asked questions to check what students had remembered from previous work. However, they were not always differentiated or challenging enough to encourage students to think before answering or to extend their learning. In better quality lessons, particularly in Post-16, teachers used a wider range of strategies to help students learn. In other lessons, learning activities were not always matched to the different abilities of students including those who were identified as having a special educational needs. The development of enquiry, reflection and critical thinking skills was inconsistent. In a small number of lessons, teachers provided opportunities for students to take responsibility for their own learning. However, in the majority of lessons students did not work with each other and were not given time for reflection and critical thinking. 				

- A holistic approach to child development in the Foundation Stage, where every aspect of a child's development was recognised and valued, was yet not a consistent feature across the school. Teachers were just beginning to provide a broad range of opportunities for children to develop key knowledge, skills and dispositions across a range of learning areas. Too few opportunities for directed play and exploration, or thinking critically, were available.
- Teachers in Arabic as a first language had an appropriate subject knowledge but occasionally used colloquial Arabic in their explanations. Teachers planned adequately and used technology well in most lessons. Interactions with students were cordial but the use of challenging questioning was limited. The application of differentiation and collaborative work required development. Teachers talked too much in a majority of lessons, which limited independent learning. Challenging activities were lacking and in most lessons, critical thinking was insufficiently promoted.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable 	Good
<ul style="list-style-type: none"> • The school had a rigorous and wide ranging internal assessment programme to collect student and class performance information, but this was not yet organised or analysed to inform the improvement in teaching for effective learning. While information supported teachers' view of their students' strengths and weaknesses, it did not clearly measure academic progress. • School leaders benchmarked students' outcomes against a number of international standards, particularly in the Post-16 phase, using a range of tests and external examinations. This provided an accurate measure to determine levels of attainment, however such testing did not occur in the lower phases leading to a significant gap in the understanding of student attainment. This practice in Post-16 benefited students' external examination performance. • External international test results were thoroughly analysed and action was taken to modify both the curriculum and resources to address identified issues, especially in mathematics. However, literacy weaknesses in boys were yet to be resolved. Analysis of results in Islamic Education and science, as well as analysis to develop a whole school understanding was underdeveloped. • The school had started to track the progress of individual students. However, this information was not used effectively enough when teachers planned activities to stimulate, challenge and match instructional materials to individuals in class. Students with a special educational need often made limited progress because materials were either too hard or too easy. • Only a few teachers reviewed learning at the end of each lesson. This restricted their understanding of students' levels of attainment and progress. Teachers written feedback comments seldom provided guidance on how work might be improved. Students' assessment of their own learning remained under-developed in most subjects. 				

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was broad and balanced across all subjects and provided opportunities across all age ranges for the development of knowledge, but less so for the development of skills. All key subjects were given an appropriate amount of time. The curriculum was planned to ensure that students built on previous work and had smooth transitions when they moved to the next stage of their education. Students transferring from the IGCSE course to the AS course were given appropriate support to help them adjust to new ways of working. Suitable timetabling provided for a wide range of activities that helped gain the interest of students. Enrichment activities included special mathematics, science and English days that were linked with work in class. Activity weeks included competitions and sporting events. Classes visited places of interest which added to their understanding. Curriculum planning included opportunities for cross-curricular links that helped make learning relevant. Strong links in English to other areas of the curriculum helped students develop skills across a range of subjects in meaningful and interesting contexts. For example, linking English and media studies provided opportunities for an interesting and challenging discussion about the impact of Expo 2020 on Dubai. However, the curriculum provided limited opportunities for independent learning, research and critical thinking. The curriculum was regularly reviewed and up-dated as part of the school's self-evaluation process, Where there was accurate assessment information, staff considered the quality of the curriculum and its impact on students' attainment, progress and personal development. The curriculum in Arabic as a first language was compliant with Ministry of Education requirements but its provision was limited to the prescribed textbooks and teacher designed worksheets. The curriculum was planned adequately with appropriate progression against the standards. However there was little inclusion of students' experiences in speaking and writing to add enrichment. The curriculum was adequately reviewed to ensure scope and sequence across grades. 				

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Acceptable 	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> Some adaptation was made to the curriculum to meet the varying needs of children and students with differing abilities. Students with special educational needs were increasingly identified but were not always well supported in lessons. Opportunities to support and encourage boys, particularly in literacy remained limited. The curriculum was broad and balanced with a range of options including accountancy, business studies, economics, environmental management, French and Urdu. These were offered to match students' interests and aspirations. The school offered an appropriate range of extra-curricular activities as well as opportunities for older students to be involved in fund raising activities and community projects such as supporting the local special school. 				

- The school offered additionally two 40-minute sessions of Arabic per week for all of the Arab children in the Foundation Stage. The school's programme appropriately targeted basic vocabulary and common phrases.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable

- Throughout the school, the awareness of child protection and cyber safety had been heightened. Further investment in the infrastructure included additional shaded play areas for the Foundation Stage children and upgrading of the canteen.
- The school premises, equipment and resources were generally well maintained and safe.
- The schools environment was safe and practical measures had been taken to ensure it remained safe. Good arrangements were in place to monitor the arrival and departure of students on school buses. However, attention needed to be given to the effectiveness of the schools alarm system and the responsiveness of both students and staff during unplanned school evacuations.
- Adequate numbers of qualified medical staff were effectively deployed. They kept appropriate records and managed the storage and distribution of medications effectively.
- The promotion of healthy living was a regular part of the schools healthy lifestyles programme. Older students regularly self-assessed and recorded their BMI levels.

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between teachers and students were productive and respectful. Behaviour was managed adequately but low level disruption was evident in a number of primary classes.
- The school had adequate systems to promote good attendance. Systems to promote good punctuality were effective in encouraging students to arrive to school on time. However, punctuality to lessons after break times was more problematic. Too many lessons started late resulting in excessive time lost to teaching and learning.
- Students with a range of special educational needs were welcomed into the school. Newly introduced systems of identification were producing detailed educational and behaviour plans, but these were not yet consistently applied across the school.
- Classroom support and modifications were not rigorously implemented, therefore students identified with special educational needs were not making the expected progress.
- Advice and guidance were available to students through key staff including counsellors and the Director for Student Services. Career fairs and university visits ensured that students were adequately focused on their next steps in education, training or employment.

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Recently appointed specialist staff played a key role in accurately identifying students' special educational needs. Support and modifications were not rigorously implemented by all staff in classrooms, impacting negatively on the academic progress of students' particularly those with special educational needs. The written policy on special educational needs clearly indicated how students would be identified and supported by the special needs coordinator and the counselling department. They produced detailed educational and behaviour management plans. Students' personal and social development were well supported by the special needs department, but support for their academic progress was minimal. Parents expressed much confidence in the recent support which they had received from the school. They felt better informed about their children's progress and welcomed their involvement in the education plans which supported the partnership between home and school. Progress of students with special educational needs was unsatisfactory in most lessons. The school collected a narrow range of information on individual students' achievements with too little emphasis given to measuring and comparing progress over time. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> The Principal and her team had set a well-publicised mission and vision for the school. However some aspects of the mission, had yet to be achieved, specifically the aim to cater to each student's individual needs. In addition some aspects required updating to reflect the acquisition of learning skills pertinent to '21st Century students'. Senior and middle leaders demonstrated a developing understanding of their roles and responsibilities. They enjoyed being given the opportunity to lead their own section of the school. Most were aware of the need to develop consistently good teaching practice, particularly in the three lower phases. However they lacked the necessary knowledge and skills to develop appropriate strategies for improvement. Through professional, caring relationships and regular communications, almost all staff demonstrated a strong commitment to the school's aims and ethos. Plans were in place to recruit new heads of primary and secondary to develop further capacity and support future improvements in these phases of the school. The school lacked clear systems to monitor, review and evaluate new initiatives. The absence of these impacted on the school's ability to evaluate the effectiveness of investments made by leaders and governors, and its use to inform future decisions. 	

- Consistently high staff turnover affected the leaders' ability to improve the quality of teaching, learning and assessment in the three lower phases of the school.

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The school carried out a comprehensive school-wide self-evaluation, involving students, staff, parents and governor. Although a detailed document was produced, it lacked the necessary evaluative information. It did not highlight adequately the schools strengths and areas for development and subsequent action plans were insufficiently targeted on the school's priorities for improvement. • Senior leaders regularly used common criteria to monitor the quality of teaching and used this information to inform staff performance and professional development. Monitoring of teaching, focused on the teaching practice and not enough on the impact of teaching on student learning. • The schools action plans were reviewed frequently to ensure they were focused on targeted areas. However, effectiveness was reduced by a lack of measurable outcomes and omissions of key priorities, such as the need to improve literacy of boys. • The school had successfully addressed a limited number of aspects of the recommendations from the previous inspection report. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • The school welcomed parents, most of whom felt very comfortable when visiting the school. Most parents felt that school leaders and teachers listened to their concerns and they appreciated the efforts made by staff. • Organised groups such as the parents' council and parents' forum helped ensure that parents had opportunities to participate in school life. A few parents, however, felt that the school could do more to meet the educational needs of their children. • The school used a variety of communication tools to keep parents updated about their child's progress. Such as telephone calls, e-mails and through the recently upgraded web based school-to-home system. Parents felt they were well informed. • Parents were made aware of their children's academic, personal and social development through informal communication throughout the year and through more formal regular reporting at the end of each term. • The school organised a number of activities to help establish links with the wider community. These were aimed to benefit both students and the community and included charity events, outreach programmes, alumni reunions and inter-school events. 	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The Board of Governors had a good representation of stakeholders, including Directors, parents, staff and community representatives. They were active, interested and eagerly involved in supporting the school. They sought the views of parents, students and staff to improve areas of the school. The board were well aware of their roles and responsibilities with clear lines of delegated authority. Governors had a good working knowledge of the school and issues related to its day to day management. The Principal in her monthly reports kept governors well informed of the initiatives to improve students learning outcomes. Board members had committed support for the school to improve facilities, resources, staffing and professional development. However, the governors had not held the school leaders to account for the school's performance and the quality of academic outcomes. Low attainment and slow progress in most of the Foundation Stage and in primary and secondary phase subjects had not improved. The board ensured statutory requirements were met, but needed to be more influential and actively supportive in the recruitment and training of appropriately qualified and skilled staff. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The day to day management of the school was generally smooth and efficient. However, more rigorous systems were required to check that classes started on time. The high teacher turnover and a significant number of teachers without appropriate qualifications, impacted on the quality of teaching and learning. School buildings and facilities were regularly and adequately maintained but there was restricted access to upper floors to students with mobility issues. Libraries were well resourced, there was adequate technology to support learning, but there were insufficient science laboratories to allow for regular practical investigations across all phases. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	200	22%
	Last year	168	18%
 Teachers	115		86%
 Students	162		44%

- A minority of parents and students and most teachers completed their surveys.
- Of those who responded to the KHDA survey, most parents were satisfied with the quality of education provided by the school, however, a minority of students indicated that they were not satisfied.
- Most parents were satisfied with their children’s progress in most subjects, apart from the Arabic languages.
- Most parents thought that the school was well-led and that their concerns were generally listened to and acted upon.
- Some parents and students indicated that they were concerned with the frequent turnover of teaching staff, especially at the secondary level.
- Teachers were supportive of the school and its operations.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae