

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

ACCEPTABLE

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Arab Unity  
School

Celebrating  
10 years of  
inspections

ARAB UNITY SCHOOL

UK CURRICULUM

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## School information

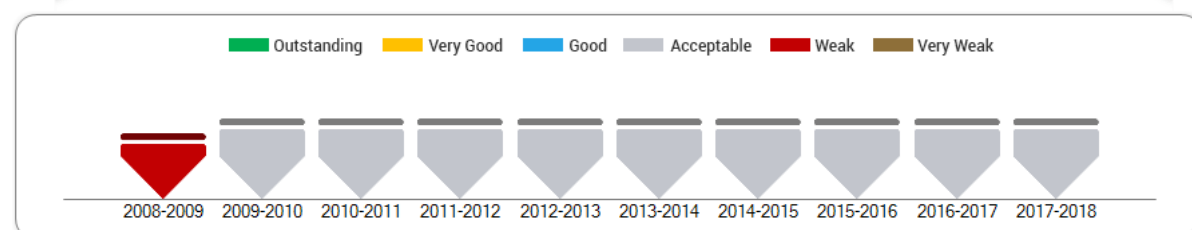
| General information        |                                       |
|----------------------------|---------------------------------------|
| Location                   | Al Mizhar                             |
| Type of school             | Private                               |
| Opening year of school     | 1974                                  |
| Website                    | www.arabunityschool.com               |
| Telephone                  | 0097142886226                         |
| Address                    | P.O. Box 10563, Rashidiya, Dubai, UAE |
| Principal                  | Mr. Nigel McQuoid                     |
| Principal - Date appointed | 9/1/2017                              |
| Language of instruction    | English                               |
| Inspection dates           | 15 to 18 January 2018                 |

| Teachers / Support staff              |        |
|---------------------------------------|--------|
| Number of teachers                    | 214    |
| Largest nationality group of teachers | INDIAN |
| Number of teaching assistants         | 22     |
| Teacher-student ratio                 | 1:16   |
| Number of guidance counsellors        | 3      |
| Teacher turnover                      | 28%    |

| Students                               |                |
|----------------------------------------|----------------|
| Gender of students                     | Boys and girls |
| Age range                              | 4-17           |
| Grades or year groups                  | KG 1-Year 13   |
| Number of students on roll             | 3460           |
| Number of children in pre-kindergarten | 0              |
| Number of Emirati students             | 88             |
| Number of students with SEND           | 248            |
| Largest nationality group of students  | Pakistani      |

| Curriculum                      |                    |
|---------------------------------|--------------------|
| Educational permit / Licence    | UK                 |
| Main curriculum                 | UK / IGCSE         |
| External tests and examinations | IGCSE, AS, A Level |
| Accreditation                   | None               |
| National Agenda benchmark tests | GL, IBT            |

## School Journey for Arab Unity 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.

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

## Summary of inspection findings 2017-2018

**Arab Unity School** was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The school has lacked stability and strategic direction due to constant changes to school leadership over recent years. It is radically restructuring and enhancing its senior and middle leadership team to address these issues. The principal, supported by his vice principal, is making positive changes, developing collaborative leadership and is starting to gain a more accurate evaluation of school performance.

### Students' achievement

Secondary students' progress has declined in Islamic education and in Arabic attainment as a first and second language in the primary phase. Students' attainment in English has also declined in both the primary and secondary phases and in mathematics across all phases except for Post-16. In all other areas student progress has remained stable except for primary science where it has improved. Students' learning skills are developing steadily, particularly in the early years and Post-16 phase.

### Students' personal and social development, and their innovation skills

Students' personal and social development have improved in the secondary phase to good, in line with the Foundation Stage and primary phases. They remain very good in the Post-16 phase. Students' understanding of Islamic values and how they apply to their lives remain a consistent strength, as does their commitment to supporting the school. They are still developing their innovation skills.

### Teaching and assessment

The quality of teaching is variable across the school. Teaching remains good at the Foundation Stage and at Post-16. It is variable at the primary and also at the secondary phase, having declined from the previous year. There is an over-reliance on teacher-dominated learning with insufficient use made of assessment to modify teaching to meet students' learning needs.

### Curriculum

The curriculum is regularly reviewed and is aligned more closely with the National Curriculum of England. It provides breadth and balance of activities and supports continuity of learning. The school continues to adapt its curriculum. This is most evident at Post-16 and in the Foundation Stage. It is still developing at the primary and secondary phases.

### The protection, care, guidance and support of students

The school is improving its procedures and training of staff to enhance its safeguarding of students and to address the small but persistent incidents of bullying. The school now has a named pastoral counsellor to whom students can raise issues of concern. Students are increasingly involved in conflict management and in contributing to a calmer learning environment.

### What the school does best

- The impact of the new principal and vice principal in establishing a clearer vision of school improvement, including developing a more accurate measure of student attainment
- The improvements made in promoting positive relationships and a sense of collaboration across the school
- The quality of students' personal and social development, particularly at Post-16, and their understanding and application of Islamic values
- The support for students, including the focus on health promotion and pastoral care







### Key recommendations

- The owner and governing body should support the school by:
  - ensuring stability of leadership across the school to allow recent school improvements to be developed and embedded and to avoid further disruption.
  - assisting the principal in developing the skills of school leaders and through holding all leaders more accountable for the impact of their work.
- School leaders should develop their systems of assessment across the school by:
  - agreeing, understanding and applying a consistent marking policy and use of the school's new student assessment progress tracker
  - using the information being gathered to establish more accurate baseline starting points of students, setting suitably challenging improvement targets and through tracking their progress over time more accurately.
- The principal should ensure improvement in teaching by:
  - quality assuring the accuracy of lesson observations to help identify the strengths and development needs of teachers
  - addressing the variability in the skills of teachers through focused professional development
  - ensuring a consistent approach in using assessments to plan and deliver lessons that meet students' varying learning needs and to encourage them to develop and apply their learning skills in each class
  - improving students' attainment in Arabic, and in English and mathematics particularly in the lower primary phase of the school.

## Overall School Performance

Acceptable

### 1. Students' Achievement

|                                                                                                                      |            | Foundation Stage | Primary         | Secondary       | Post-16        |
|----------------------------------------------------------------------------------------------------------------------|------------|------------------|-----------------|-----------------|----------------|
|  Islamic education                  | Attainment | Not applicable   | Good            | Good            | Acceptable     |
|                                                                                                                      | Progress   | Not applicable   | Good            | Acceptable<br>↓ | Acceptable     |
|  Arabic as a first language         | Attainment | Not applicable   | Acceptable<br>↓ | 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             | Weak<br>↓       | Acceptable<br>↓ | Not applicable |
|                                                                                                                      | Progress   | Good             | Acceptable      | Good            | Not applicable |
|  Mathematics                      | Attainment | Acceptable<br>↓  | Weak<br>↓       | Acceptable<br>↓ | Acceptable     |
|                                                                                                                      | Progress   | Good             | Acceptable      | Good            | Good           |
|  Science                          | Attainment | Acceptable<br>↓  | Acceptable      | Acceptable<br>↓ | Acceptable     |
|                                                                                                                      | Progress   | Good             | Good<br>↑       | Good            | Good           |
|                                                                                                                      |            | Foundation Stage | Primary         | Secondary       | Post-16        |
| Learning skills                                                                                                      |            | Good             | Acceptable      | Acceptable<br>↓ | Good           |



## 2. Students' personal and social development

|                                                                             | Foundation Stage | Primary | Secondary | Post-16   |
|-----------------------------------------------------------------------------|------------------|---------|-----------|-----------|
| Personal development                                                        | Good             | Good    | Good      | Very good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good             | Good    | 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             | Acceptable | Acceptable | Good       |
| Assessment                      | Acceptable       | Acceptable | Acceptable | Acceptable |

## 4. Curriculum

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

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

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

## 6. Leadership and management

|                                                 |            |
|-------------------------------------------------|------------|
| The effectiveness of leadership                 | Acceptable |
| 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.

- In English, mathematics and science, students' attainment levels in National Agenda Parameter (N.A.P.) benchmark tests indicate that they are performing at levels below expectation.
- The school meets the registration requirements for the N.A.P.
- The governors and school leaders show a growing proficiency in data analysis. They have created a National Agenda plan that contains appropriate improvement targets.
- The school analyses Cognitive Ability Test (CAT4) data to identify individual and group cognitive abilities and uses benchmark tests to support this. Classroom teachers have an emerging understanding of this information.
- Initiatives to improve literacy in the primary and secondary phases are being introduced and are beginning to improve students' learning. The curricula of English, mathematics and science have been enhanced.
- Information from cognitive ability and attainment testing is being used to, inform lesson planning, develop critical thinking, extend independent practical investigations and deepen enquiry and application skills. Research skills are underdeveloped.
- The school is in its early stages of implementing curriculum modifications, with little impact evident.

**Overall, the school's provision for achieving National Agenda targets is below 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.

- School leaders are aware of the achievements of Emirati students and are beginning to monitor their performance. A new English literacy programme is helping to raise Emirati students' interest levels in reading and writing and the school provides parents with information on the progress of their children.
- Teachers are at an early stage of setting attainment targets and data informed interventions for Emirati students are not commonplace. Emirati students display similar learning skills to those of their peers. They have positive attitudes. Many take responsibility for their learning, show increasing independence and are motivated.
- Assessment does not result in differentiated lessons as the information is used only occasionally to plan lessons to meet the needs of Emirati students. There are some programmes emerging to improve verbal reasoning skills. English teachers are beginning to use enrichment resources. Systems for monitoring the progress of verbal reasoning skills are at a basic level.

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

### Moral Education

- The moral education curriculum is developing, especially in the primary phase. Content is taught in specific lessons, assemblies and through links with other subject.
- Teachers' ability to ensure lessons are engaging, challenging and encourage meaningful discussions is variable. Official textbooks are used and supplemented with other resources.
- Students happily share their own experiences and actively participate in lessons. They have few opportunities to apply their understanding to local and global situations.
- Students' various pieces of work are assessed and reported to parents in the secondary phase. Evaluation of key skills is more subjective in the primary phase.

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

### Social Studies

- Social studies is taught for an adequate period of time. More work is required to ensure appropriate progression through the school.
- Teachers use a range of strategies and resources to engage students, but methods of questioning do not always elicit in-depth responses. UAE textbooks are not consistently used.
- Students enjoy lessons. They contribute ideas and work together productively. However, they have few opportunities to use technology for research. Critical thinking skills are underdeveloped.
- Primary phase assessments are largely skills based. Systems of assessment are more embedded for older students.

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

### Innovation in Education


- Students occasionally display innovation skills through answering creatively, solving problems and using technology for research.
- Students show leadership in some school projects to enhance the community. However, they rarely demonstrate innovative thinking. Entrepreneurial skills are at an early stage of development.
- Teachers occasionally act as facilitators and provide opportunities for student-led learning.
- The curriculum offers insufficient opportunities to develop innovation skills especially in lessons.
- The school's vision for innovation is being developed and supported by a newly appointed innovation champion.

**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<br> | Attainment | Not applicable   | Good    | Good            | Acceptable |
|                                                                                                        | Progress   | Not applicable   | Good    | Acceptable<br>↓ | Acceptable |

- The majority of primary and secondary students attain levels above expectations. At Post-16 they are in line with curriculum standards. Primary students make better than expected progress, while secondary and post-16 students make the expected progress.
- Students in the primary phase demonstrate a well-developed understanding of Islamic morals, linking these to real-life. Secondary and Post-16 students show well-developed understanding of Fiqh law and Islamic principles. Across all phases recitation skills are underdeveloped.
- Students are progressing well in developing Islamic concepts and etiquette. They can link both Hadith and Holy Qur'an verses to the subjects they are studying. However, they are less successful in articulating their understanding of Holy Qur'an verses.

#### For development

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


|                                                                                                                   |            | Foundation Stage | Primary         | Secondary  | Post-16    |
|-------------------------------------------------------------------------------------------------------------------|------------|------------------|-----------------|------------|------------|
| Arabic as a first language<br> | Attainment | Not applicable   | Acceptable<br>↓ | Acceptable | Acceptable |
|                                                                                                                   | Progress   | Not applicable   | Acceptable      | Acceptable | Acceptable |

- While student attainment is slightly better at Post-16, across all phases students' attainment and progress is only in line with MOE curriculum standards and expectations.
- In the primary and secondary phases in particular, students show variable listening and speaking skills. They are inconsistent in their abilities to extend their conversations using appropriate tenses and vocabulary, often due to limited opportunities to practise the language.

- Most students read fluently, but often without full comprehension of the texts, especially in the primary and secondary phases. Students' writing skills are the least developed in all phases. Their ability to write at a suitable length is variable.

#### For development


- Ensure that teachers provide students with more opportunities to practise their speaking and listening skills, read with greater comprehension and write to a suitable length.

|                                                                                                                       |            | Foundation Stage | Primary    | Secondary  | Post-16        |
|-----------------------------------------------------------------------------------------------------------------------|------------|------------------|------------|------------|----------------|
| Arabic as an additional language<br> | Attainment | Not applicable   | Acceptable | Acceptable | Not applicable |
|                                                                                                                       | Progress   | Not applicable   | Acceptable | Acceptable | Not applicable |

- In both phases, students' work is in line with the MOE curriculum standards and expectations. While primary students are provided with better opportunities to expand their language skills, their attainment and progress do not exceed expected levels.
- Students' listening is their strongest skill across both phases. They understand and follow teachers' instructions but are limited in their abilities to extend their verbal responses beyond the minimal expected level. Students often lack fluency and use limited vocabulary.
- Students can read familiar texts but most lack a deep understanding and show limited abilities to make inferences from the text. They write with variable length, often with inconsistent use of punctuation and grammar.

#### For development


- Provide frequent opportunities for students to speak and write at length and to read for deeper comprehension.

|                                                                                              |            | Foundation Stage | Primary    | Secondary    | Post-16        |
|----------------------------------------------------------------------------------------------|------------|------------------|------------|--------------|----------------|
| English<br> | Attainment | Good             | Weak ↓     | Acceptable ↓ | Not applicable |
|                                                                                              | Progress   | Good             | Acceptable | Good         | Not applicable |

- Foundation Stage children's attainment and progress are above age-related expectations, while primary students' speaking, reading and writing skills are below expected levels. Secondary students speak with suitable clarity, read course texts with understanding and write extended compositions using appropriately complex ideas.
- Primary students' abilities to write stories and short essays are better developed at the upper stages of the phase. Their speaking skills are not as strong across the phase. Most secondary students can analyse literary texts appropriately and speak and write to the expected standard.
- Students are responding well to a recent focus on developing literacy skills. As a result, Foundation Stage children and secondary students are progressing well when measured against their starting points.

#### For development

- Increase students' vocabulary and extend their speaking, reading and writing skills to ensure greater fluently and comprehension, particularly at the primary phase.

|                                                                                                    |            | Foundation Stage | Primary    | Secondary    | Post-16    |
|----------------------------------------------------------------------------------------------------|------------|------------------|------------|--------------|------------|
| Mathematics<br> | Attainment | Acceptable ↓     | Weak ↓     | Acceptable ↓ | Acceptable |
|                                                                                                    | Progress   | Good             | Acceptable | Good         | Good       |


- Most Foundation Stage children show age-appropriate skills and progress well from their starting points, particularly in early numeracy. Secondary and post-16 students have more secure mathematical knowledge and make better progress than primary students.
- While upper primary students attain appropriate levels the majority of students in lower primary do not have secure, age-related numeracy and data-handling skills or knowledge of the properties of shapes.



- Across the phases, higher ability students are insufficiently challenged as they often complete worksheets that are too easy for them before moving on to suitably demanding tasks. Students also show under-developed problem-solving and independent learning skills.

#### For development

- Address the weaknesses at the lower primary phase and use assessment data more rigorously to plan tasks across the phases that offer suitable challenge to all groups of students.

|                                                                                           |            | Foundation Stage | Primary    | Secondary       | Post-16    |
|-------------------------------------------------------------------------------------------|------------|------------------|------------|-----------------|------------|
|  Science | Attainment | Acceptable<br>↓  | Acceptable | Acceptable<br>↓ | Acceptable |
|                                                                                           | Progress   | Good             | Good ↑     | Good            | Good       |

- Attainment in upper phases based upon internal assessment data and national and international standardised tests indicate that most students attain levels that are in line with curriculum standards. The attainment of most Foundation Stage children is in line with the Early Years Foundation Stage curriculum standards.
- In lessons and in their recent work, the majority of students across the phases make better than expected progress when measured against their individual starting points. They show sound understanding of scientific knowledge and can apply their skills appropriately.
- As students' progress, they conduct teacher-led, age-appropriate investigations developing increasingly complex skills. Enhanced scientific vocabulary and practical laboratory skills are applied to real life contexts. Students are less skilled in individually predicting and testing ideas through experimentation.

#### For development

- Provide all groups of students with frequent opportunities to develop independent skills of investigation including predicting, testing and evaluating ideas.

|                 | Foundation Stage | Primary    | Secondary       | Post-16 |
|-----------------|------------------|------------|-----------------|---------|
| Learning Skills | Good             | Acceptable | Acceptable<br>↓ | Good    |

- Students have positive attitudes toward learning and can work without their teachers' intervention. They know what they have learned and how to improve their work in general terms. When given the opportunity, they are able to assess their learning.
- Students can work productively in groups, although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately. Foundation Stage children and Post-16 students are able to make clearer connections between areas of learning and relate this to their understanding of the world.
- At the primary and secondary phases, students are only able to do basic research with their teachers' direction. Their use of learning technologies is limited. Critical thinking, problem-solving and innovation skills are developing features. These are more evident when students are provided with opportunities to lead their learning.

#### For development

- Create more opportunities for student-led lessons that include time for students to develop and share their critical thinking, problem-solving and innovation skills.

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

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

- Across all phases, students' attitudes are positive. Students, particularly in the post-16 phase, are self-reliant and responsible. This is evident through their efforts to create a safer and happy school environment. Students are respectful of each other and respond well to constructive feedback when provided.
- Students are well behaved in class. The student council and the 'Happy Ambassadors' play an increasing role in modelling good behaviour and in encouraging their peers to follow school rules closely. Relationships are based on mutual respect between students and staff.
- Across all phases, students have a sound understanding of what a healthy lifestyle means. They participate in fitness challenges, health food competitions, morning workouts and meditation activities. Attendance is good, and students usually arrive punctually to school and to their lessons.

|                                                                                    | Foundation Stage | Primary | Secondary | Post-16 |
|------------------------------------------------------------------------------------|------------------|---------|-----------|---------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Good             | Good    | Good      | Good    |

- Students' awareness of Islamic values and their own culture is strong throughout the school. They are respectful, appreciative, and knowledgeable about Emirati culture and heritage. Their understanding of worldwide cultures is developing and is strongest in the Post-16 phase.
- The strongest element, across all phases, is student's appreciation and respect for Islamic values and its impact on their lives and on life in Dubai. They talk proudly about their own heritage and how this is integrating within the multi-cultural Dubai society.
- Students' knowledge about their own and Emirati culture is more developed than their understanding of world cultures. Overall, students have only a basic knowledge and ability to speak about other countries and traditions and make comparisons with their own.

|                                                    | Foundation Stage | Primary | Secondary | Post-16 |
|----------------------------------------------------|------------------|---------|-----------|---------|
| <b>Social responsibility and innovation skills</b> | Good             | Good    | Good      | Good    |

- Students across all phases contribute actively to the life of their school and to the wider community. They participate in numerous activities and projects that are increasingly being initiated by students. These include cleanliness campaigns and charity projects.
- Students demonstrate positive leadership skills. Older students have enhanced responsibilities for leading aspects of school life through, for example, the student council. They increasingly participate actively in a number of extra-curricular activities.
- Students show awareness of the environmental challenges facing the world. They are able to discuss how these can be solved and describe how they contribute positively to school initiatives such as recycling and through keeping their immediate and community environment clean.

#### For development

- Review the role of the student council and the Happy Ambassadors and increase opportunities for all students to contribute to school life,
- Develop students' knowledge of other world cultures and their links with Dubai.



### 3. Teaching and assessment

|                                 | Foundation Stage | Primary    | Secondary       | Post-16 |
|---------------------------------|------------------|------------|-----------------|---------|
| Teaching for effective learning | Good             | Acceptable | Acceptable<br>↓ | Good    |

- Most teachers have secure subject knowledge and explain concepts to students. Most plan purposeful lessons, often creating interesting learning environments and use time and resources effectively. However questioning does not always promote meaningful discussions with sufficient depth.
- Teachers in the Foundation Stage and Post-16 are most consistent in using strategies that are effective in meeting students' individual needs. Overall, teachers do not modify their teaching to challenge more-able students. Effective intervention strategies are most inconsistent in the lower primary phase.
- There is variability in the quality of teaching. Most teachers create a positive climate for learning. However, only a minority, in the primary and secondary phases, ensure that students' critical thinking, problem-solving, innovation and independent learning skills are being sufficiently developed.

|            | Foundation Stage | Primary    | Secondary  | Post-16    |
|------------|------------------|------------|------------|------------|
| Assessment | Acceptable<br>↓  | Acceptable | Acceptable | Acceptable |

- Assessment systems are evolving. Assessment tools, such as CAT 4 and external benchmark tests, supplemented by national examination results, are increasingly identifying individual and group strengths and weakness. Improved analytical practices are beginning to ensure greater accuracy and usefulness of assessment information.
- Teachers' use of assessment information to plan their lessons and teaching strategies to meet the needs of all students, is not fully embedded. A few students have individual targets, but an effective school-wide tracking system to monitor their progress is not in place.
- Across the school, teachers' questioning skills and marking of students' work are inconsistent. Better examples of marking include clear, next steps for learning. Where effective questioning is observed, teachers understanding of students thinking is enhanced.

#### For development

- Improve the consistency of school-wide assessment practices to ensure rigorous evaluation of information, more consistent student target-setting and regular monitoring of all students' progress.
- Develop teachers' questioning skills and dialogue with students to ensure it is more probing and matched to their levels of learning.

#### 4. Curriculum

|                                             | Foundation Stage | Primary | Secondary | Post-16 |
|---------------------------------------------|------------------|---------|-----------|---------|
| <b>Curriculum design and implementation</b> | Good             | Good    | Good      | Good    |

- Overall, the curriculum is linked closely to the standards of the National Curriculum for England. It meets the needs of most students and builds well upon students' prior knowledge and skills. While course content supports transition to the next phases in their education, choices for Post-16 students are limited.
- Curriculum strengths include developing cross-curricular links. For example, in the Foundation Stage, children studying the growth of plants also improve their reading and writing skills, and at the same time, apply appropriate early mathematical and art skills.
- Curriculum changes include a review of English lessons in the primary and secondary phases in order to improve literacy skills. Classroom lessons, aligned to activities in library lessons, are fostering students' enjoyment of reading.

|                              | Foundation Stage | Primary    | Secondary  | Post-16 |
|------------------------------|------------------|------------|------------|---------|
| <b>Curriculum adaptation</b> | Good             | Acceptable | Acceptable | Good    |

- The Foundation Stage curriculum is adapted effectively to meet the needs of Emirati children and those with special educational needs and disabilities (SEND). In other phases, modification of the curriculum to meet the needs of all students is at an early stage of development.
- The curriculum has been revised and enhanced but does not always offer sufficient challenge for more able students. Adaptations in English, mathematics and science are providing more opportunities to support students' independent and critical thinking skills.
- Opportunities for students to gain entrepreneurial and innovation skills are developing but are inconsistent across the curriculum, especially in lessons. The school is piloting an initiative to enhance the learning skills of Post-16 students through work experience and internship.

#### For development

- Monitor the implementation of the National Curriculum for England to ensure that Post-16 students are offered suitable options to meet their academic needs.
- Increase the opportunities for students to develop independent, critical thinking skills.

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

|                                                                                      | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------------------------------------------------------|------------------|---------|-----------|---------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Good             | Good    | Good ↑    | Good    |

- The school has effective procedures for the safeguarding of students including child protection. Staff, students and parents are aware of these. The school is effective in protecting students from all forms of abuse, including bullying via the internet and social media.
- Overall, supervision of students in school and on school transport is effective. However, the monitoring of students' movement, particularly at the beginning and end of the school day, is not always consistent. Buildings and equipment are well maintained. The school keeps accurate records of incidents and related follow-up activities.
- Regular safety checks are thorough and ensure a safe environment. The premises and facilities provide a safe and inclusive physical environment. The school's promotion of safe and healthy living is systematically built into most aspects of school life.

|                         | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------------|------------------|---------|-----------|---------|
| <b>Care and support</b> | Good             | Good    | Good      | Good    |

- There are effective systems for checking punctuality and attendance. Parents are quickly notified to follow up any unauthorised absences. The promotion of good attendance ensures that students have the maximum time in school for learning.
- The school has a newly developed and well-planned policy on behaviour management that is understood by all members of the school community. Counsellors help students to reflect on their own behaviour so they develop self-discipline and are respectful towards others.
- The wellbeing and personal development of students has a high priority in the school. Students have been assigned members of staff with whom they can discuss any concerns. Older students have personalised guidance on careers and higher education choices.

### For development

- Supervise students around the school more consistently and monitor safety arrangements at arrival and departure times.



## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- Governors and school leaders promote an inclusive ethos. The inclusive education action team is well qualified and experienced. Policies and procedures have a positive impact on the personal and academic outcomes of students with special educational needs and disabilities (SEND).
- The school is developing its use of assessment to identify students with SEND. The head of inclusion provides teachers with students' personalised learning plans where appropriate, but not all teachers use them effectively to enable students to be successful learners.
- Inclusion team leaders provide helpful information to parents about their children's educational programmes and personal development. This enables parents to support their children at home. Teachers are welcoming to parents and are sensitive and responsive to the challenges experienced by students and their families.
- Teachers are only in the early stages of modifying their teaching strategies to match the learning abilities of students with SEND. Sometimes resources are not suitable to help students do as well as they can. Students make good progress when activities are appropriate to their needs and they have the support of learning support assistants in and out of the classroom.
- Teachers use a limited range of tracking and monitoring tools. Information from students' work indicates that most students are making expected progress in line with their goals. While teachers regularly mark students' books, feedback does not always enable them to identify next steps in learning..

### For development

- Use individual education plans more effectively in lessons to enable students to make better progress.

## 6. Leadership and management

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

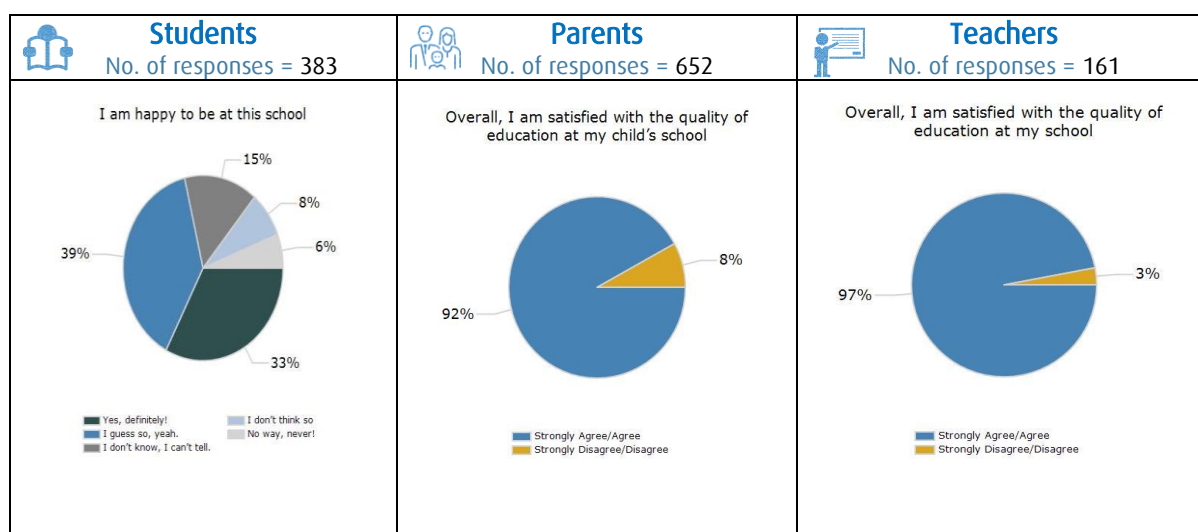
- The principal and vice principal have established positive relationships across the school within a very short timescale. Teachers are benefiting from clearer direction focused on school improvement. The new senior and middle leadership teams are developing their leadership skills including gaining an increasingly unified vision for school improvement. However, not all leaders work sufficiently collaboratively across the phases of the school.
- Leaders are increasingly involved in formal lesson observations and through contributing to school improvement plans. While leaders are gaining a more realistic view of school performance there remains variability in the accuracy of their evaluations. The school plan contains comprehensive and appropriate priorities. They are insufficiently targeted and lack sufficient timelines and criteria against which progress can be monitored and evaluated.
- The parents' forum is becoming an effective means of gathering parents' views about the school. The school listens to their views and has implemented changes accordingly. Parents are informed about their children's attainment, progress and social development. The information on attainment is not always valid. There are occasional links with the local community to enhance students' learning.
- There is broad representation of stakeholders on the governing board including students and parents. Meetings are becoming more frequent and have been supported through increasingly more accurate analysis of school strengths and weaknesses. Board members are now directly linked with key staff to enhance their ability to support and evaluate the impact of school priorities.
- Most aspects of the management of the school are well organised. Procedures and routines are effective and efficient. The majority of staff are suitably qualified. The school is providing a range of professional development activities to improve teaching skills. The premises are adequate and appropriate. Specialist facilities are available, including technology laboratories. Resources are sufficient to support teaching and learning.




### For development

- Provide specific job descriptions to school leaders to help them focus their work.
- Ensure greater consistency and develop more effective cross-phase collaboration to assist leaders in evaluating the impact of their work.
- Identify an achievable number of key priorities within the school improvement plan that specify how progress will be monitored, measured and reported to stakeholders.

## 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.



|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Students</b> | <ul style="list-style-type: none"> <li>A large majority of students are positive about the quality of their education and feel that teachers know their strengths and weaknesses. Most students feel safe in school. A minority feel that teachers do not treat them fairly, and that the range of extra-curricular activities is too narrow. A minority of students does not think they read Arabic well.</li> </ul>                                        |
|  <b>Parents</b>  | <ul style="list-style-type: none"> <li>Almost all parents believe that the school is well led, that they are suitably informed about their children's education, and that Islamic values are being promoted well. A minority of parents: believe that bullying is an issue. They have concerns about the quality of teaching, careers and pastoral guidance, the range of extra-curricular activities and the quality of their children's Arabic.</li> </ul> |
|  <b>Teachers</b> | <ul style="list-style-type: none"> <li>Teachers are very positive about the school. They think that it is well led and that students are happy in the school. All think that students have a good understanding of the importance of Islam in their lives. A few would like more resources to help them teach, and think that the school could provide more extra-curricular activities for students.</li> </ul>                                             |

### 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](mailto:inspection@khda.gov.ae)