



مدرسة اللغة الإنجليزية (الخاصة) دبي
English Language School (Pvt.), Dubai
info@dubai-els.com www.dubai-els.com Tel: 04-3377503



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

English Language Private School

Curriculum: UK

Overall rating: Acceptable

Read more about the school



www.khda.gov.ae

‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Umm Hurair
	Type of school	Private
	Opening year of school	1992
	Website	www.Dubai-els.com
	Telephone	04-337-7503
	Address	Oud Metha Road, Dubai PO Box 6680
	Principal	Mazhar Qayyum
	Language of instruction	English
	Inspection dates	18 to 21 January 2016
Students 	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1 to Year 13
	Number of students on roll	1550
	Number of children in pre-kindergarten	N/A
	Number of Emirati students	5
	Number of students with SEND	141
	Largest nationality group of students	Pakistani
Teachers / Support staff 	Number of teachers	102
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	7
	Teacher-student ratio	1-15
	Number of guidance counsellors	2
	Teacher turnover	16%
Curriculum 	Educational permit / Licence	UK
	Main curriculum	UK / International General Certificate of Education (IGCSE)
	External tests and examinations	IGCSE, Advanced Level (A Level)
	Accreditation	None
	National Agenda benchmark tests	International Benchmarking Test (IBT)

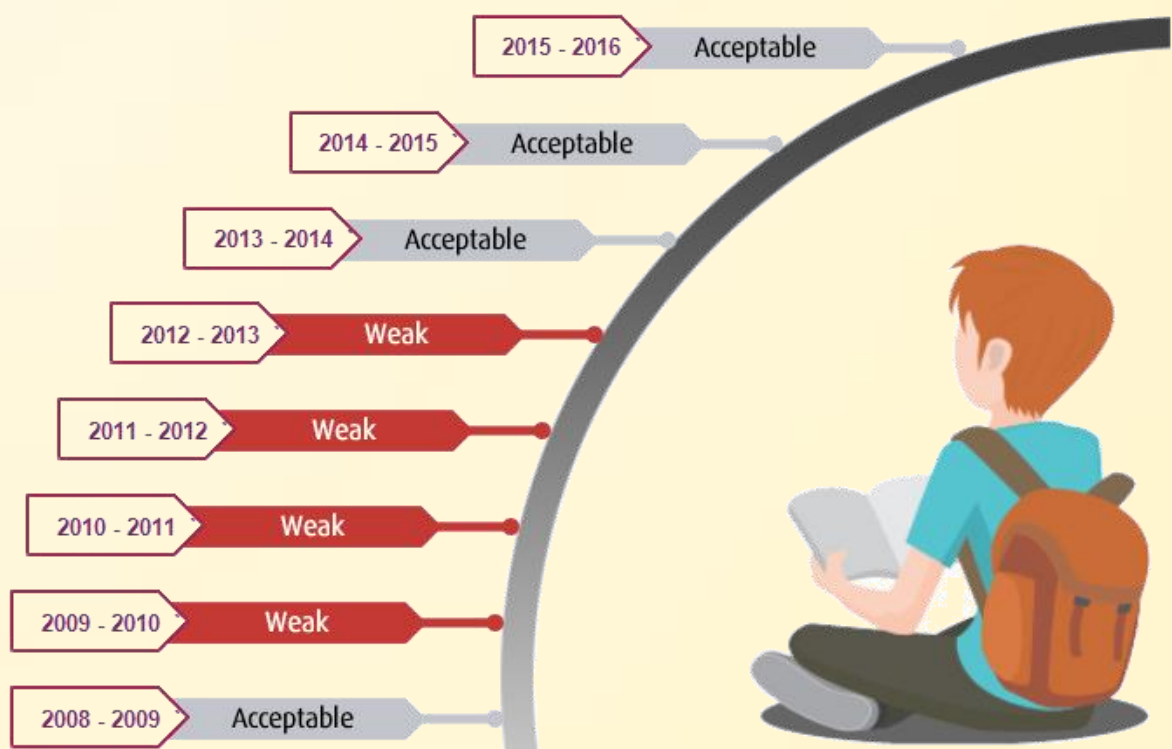


Summary for parents and the community

English Language Private School was inspected by DSIB from 18 to 21 January 2016. 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 standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **the English Language Private School** offered an **acceptable** level of education for its students.

- Attainment and progress by children in the Foundation Stage and in the primary had improved in mathematics. In Islamic education, progress had improved in the secondary and post-16 phases, but the attainment in Arabic as an additional language in secondary was still weak. Learning skills was acceptable across all phases.
- Although the personal development of students was generally good, their attendance and punctuality were weak.
- Teaching was of broadly acceptable quality, with too few opportunities provided to develop the critical thinking skills of students. Whilst assessment systems were in place, data were not used to identify students' starting points before learning. Students had few opportunities to assess their own learning and identify their strengths and weaknesses.
- The curriculum was broad and balanced. It was not sufficiently modified to meet the needs of all students. Opportunities were provided for students to improve their environmental awareness and understanding of Emirati culture.
- The school provided a generally safe and secure learning environment and was considered a caring environment by parents.
- School leaders provided a vision to improve learning outcomes for their students. The vision was not implemented with rigour. A lack of representation of stakeholders on the governing board restricted its capacity to hold the school to account for the learning outcomes. Classrooms had not been adapted and updated to provide bright, well ventilated learning environments or sufficient space for creative learning.



What did the school do well?

- Students made generally good progress in Islamic education and mathematics.
- Older students achieved good attainment in English, mathematics and science in their IGCSE exams.
- Students demonstrated good overall personal and social responsibility.



What does the school need to do next?

- Establish a governing board that:
 - includes representation from all groups of stakeholders
 - holds the school leaders to account for the attainment, progress and learning outcomes of different groups of students in all year groups and subjects
 - clearly communicates a vision which is related to learning outcomes to all staff members, parents and students
 - works with school leaders to create a learning environment that is bright, well ventilated and enables teachers to provide opportunities for collaborative learning.
- Implement strategies which:
 - raise attendance rates and improve punctuality, to reduce lost learning time
 - ensure that all lessons start immediately and engage students in learning
 - evaluate accurately all aspects of provision and establish clear and measurable priorities to improve learning outcomes for every student.
- Involve all teachers in analysing assessment information to:
 - identify clear starting points for students in all subjects
 - plan tasks matched to the needs of each group of students' abilities so they make quicker progress
 - communicate to parents and their children how well students have attained when measured against international standards
 - create opportunities for students to evaluate their own learning to help them see their next steps.
- Ensure that the needs of all students with special educational needs and disabilities (SEND) are met by:
 - providing challenging work in classrooms which matches their Individual Education Plans (IEPs)
 - providing and discussing information about learning with parents on a regular basis.



How well did the school provide for students with special educational needs and disabilities?

- Most students' with SEND made acceptable progress in learning. However, progress was inconsistent in some subjects due to the quality of teaching. The majority of students showed positive approaches to their work and were fully engaged when the tasks and support were suited to their needs.
- The school informed parents of their children's progress through the normal whole-school reporting methods. There was no formal review process in place for parents and students to meet with staff members to consider progress against specific learning goals.
- Most parents had positive relationships with the school, were grateful for the support their children received and felt they could approach teachers at any time to address their concerns.
- Parents were not involved in designing and reviewing IEPs for their children, nor in setting learning goals. As a result, the goals were not sufficiently accurate to meet their children's needs.
- The school provided helpful guidance and advice for students with SEND and their parents.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter. No attainment data from the National Agenda Parameter was available to make a judgement on the progress towards meeting the National Agenda targets.
- Governors, owners and the principal did not consistently promote awareness and understanding of the National Agenda among their stakeholders. The National Agenda targets were not known to all relevant teachers and heads of departments, and TIMSS and PISA reports were not widely available to the staff.
- Continuity and progression of the relevant skills and knowledge were not features of curriculum planning.
- The development of students' critical thinking, investigative, problem solving, inquiry and application skills was rarely observed.
- The use of information technology (IT) or other resources to develop students' research skills was inconsistent.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.





Promoting a culture of innovation:

- The principal had recognized the importance of the national innovation agenda. Promoting a culture of innovation did not form part of the school's vision or strategic plans. Key people had been identified to drive the agenda forward and training to assist them was planned. The learning environment had not been adapted to support the skills of innovation. IT was not used to develop students' skills of innovation.

Overall school performance

Acceptable

1. Students' achievement

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

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Acceptable ↓	Good	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	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage

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

- In English, most children had learned to listen attentively in a range situations, including responding to events in stories. Children demonstrated an ability to respond to instructions involving two parts and listened to ideas expressed by their teachers and other children. Most children understood the conventions of print and could read and understand simple sentences. They made use of their phonic knowledge to decode words and read them aloud. Children wrote simple words and sentences modelled by their teachers. Some children wrote simple sentences which they could read themselves. They often incorporated words like *cow* into their writing, which they had learned when they explored themes like 'the farm and farm animals'.
- In mathematics, the majority of children were observed counting reliably from 1 to 10 and some began to count on from 10 to 20. Most children were able to recognize symbols such as + and = and interpreted these in order to carry out simple mathematical operations, mainly with single digit numbers up to 10 using concrete materials. Most children recognized and described shapes using simple mathematical language. They also recognized and created simple patterns and sequences with shapes, using different objects. The children were not challenged sufficiently to solve simple problems using the mathematical knowledge they had already acquired.
- In science, enquiry skills were developing and children were able to identify what was different and the same about everyday objects and living things. They made observations about animals and plants and what happened to them if their environments were changed. They sometimes related events in their own lives to other areas of learning. For example, when they role played 'caring for animals', children were able to apply previous learning by taking the toy camel's temperature and giving it an injection to relieve pain. They were able to explain these actions in simple language.

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

- Most students' attainment in Islamic education was in line with national curriculum standards. Most students were able to discuss the Companion Salman Al Farsi's journey in his search for truth. When engaging in a conversation about the importance of prayer, they displayed an acceptable understanding of Islamic rules, ethics and principles. Good progress was made when learning Islamic concepts and recitation skills. They made good progress in worship practice through learning activities. Students' progress was more rapid at the end of the phase. Different groups made similar progress.
- In Arabic as a first language, most students had attainment levels that were in line with national curriculum expectations. They showed adequate competencies in most of the skills. Writing was the least effective skill due to the limited practice opportunities. Progress was better when students understood the purpose of the learning, as in Year 1 when students were able to read words and identify similar descriptive words. Students with SEND made limited progress due to inaccurate identification of their learning needs. Boys and girls made similar progress over time.
- In learning Arabic as an additional language, without externally benchmarked measures, students generally attained as broadly expected in internal tests and, compared to their starting points, made acceptable progress. They showed adequate competencies in most of the skills. Speaking was lower than the other skills and students found it difficult to create sentences of their own. In recent years progress was improving. In the better lessons students expressed their ideas freely, such as in Year 4 when they could compare the city to the village using well-formed sentences. As in Arabic as a first language, students with SEND made limited progress due to inaccurate identification of their needs. Boys' and girls' progress was similar.
- In English, students' attainment was acceptable as measured against the curriculum standards, but had not shown improvement over three years. No international tests were taken. Attainment varied from year to year and within year groups because the quality of teaching was inconsistent. Tasks planned in lessons did not provide sufficient support or challenge to meet the needs of students of different abilities. Progress by all groups of students, including those with SEND, was also acceptable. Students enjoyed learning new words but their writing skills were developing more slowly than their speaking skills. They enjoyed sequencing stories and spoke clearly about the characters in them.
- Most children learning mathematics demonstrated numerical skills that were above the curriculum expectations, continuing an improving trend in results over the last three years. Their knowledge and understanding of basic geometry was age appropriate. By Year 6 children had made good progress in data interpretation, basic arithmetic and fractions when measured against the curriculum standards. The development of their problem-solving and enquiry skills was weaker. Students' work in books and the formal assessments indicated that good progress was being made by most students.

- In science, most primary students demonstrated levels of knowledge, skills and understanding that were in line with the curriculum expectations. For example, they understood how light is refracted and how plants grow by photosynthesis. Year 5 students identified the differences between states of matter and how they changed from solid to liquid and vapour. By the end of the phase, most students had acquired an acceptable level of knowledge of general sciences, however their skills of inquiry were quite limited.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good ↑
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Acceptable ↑
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable ↓

- As in the primary school, standards reached by most students in Islamic education were in line with national curriculum expectations. Most students could interpret meanings from prescribed Qur'an verses and Hadeeth texts. Their knowledge of Islamic concepts such as Zakat and Rizq was acceptable. A minority of students were able to link meanings from the Holy Qur'an and Hadeeth sources to support their discussions. In upper secondary years, extended projects on different aspects of Islam and other religions provided a model to enable deeper understanding and thinking. As a result, progress was accelerated in Islamic education by the majority of students.
- In Arabic as a first language, most students had attainment levels on internal exams that were in line with national curriculum expectations. They showed secure competencies in most of the skills. However, students' abilities to write creatively were underdeveloped. Progress was better when students were motivated and given important roles to participate in using their language skills, such as in a grammar lesson in Year 10. Similar to the primary phase, students with SEND made limited progress, with boys making slightly better progress than girls in Year 8.
- In Arabic as an additional language, in the absence of external measures, internal examination results and written work showed that most students had attainment slightly below general expectations. They showed secure competencies in most of the skills, however their speaking skills were below expectations. Students' abilities to form sentences explaining complex situations were limited. Progress in speaking Arabic was better when students were given the opportunity to relate topics to their own lives, such as in Year 8 when they were discussing holidays. In general, progress had improved over the last three years.
- Students' attainment and progress in English had improved over the past three years. Both were good in lessons and when measured against the school's curriculum standards and international benchmarks. Students developed their writing skills progressively in a variety of genres, including persuasive writing and reporting. They enjoyed exploring literary texts, especially poetry, when imagery and the effective use of language were analysed. However, they were not always provided the opportunity to apply the skills they had acquired, such as writing poems. Attainment was better for the older students, who were well taught, given challenging tasks and encouraged to develop independent learning skills. Progress by students with SEND was acceptable.

- In mathematics, the majority of students' understanding of numeracy, functions, vectors and shapes were above expectations. Their progress in algebraic skills and operations with fractions was particularly noticeable, as students in Year 8 could confidently use complex factorisations. However, their research skills and critical thinking were in the very early stages of development. Over-use of calculators in the IGCSE classes, particularly by girls, limited their practice of the underlying calculations. Outcomes by the end of Year 11 were above international standards.
- The achievement of most of students in science was in line with the expected curriculum levels. Although the IGCSE results showed above expected attainment for most students, this was not reflected in lessons and their workbooks. Students were unable to identify all the key scientific skills and the level of challenge provided did not match students' abilities. For example, Year 10 students were able to follow instructions for detection of an ion in unknown solutions and they were able to collect observations and reach conclusions. They were linking the theory to practical observations at an acceptable level of challenge. Over time girls achieved slightly better than boys. The lack of challenge and opportunities to think critically, especially in the lower secondary years, restricted the progress of most students.

Post-16

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

- Similar to other phases, the standards reached by most students in Islamic studies were in line with curriculum expectations. Most students could interpret meanings from prescribed Qur'an verses and Hadeeth texts. Their knowledge of events and facts of the Prophet's (PBUH) biography such as Hajjat al-Wadaa was acceptable. Only a minority of students were able to link meanings from the Holy Qur'an and Hadeeth sources to support their discussions. In the post-16 phase, extended projects on different aspects of Islam and other religions enabled deeper understanding and thinking. As a result, progress by the majority of students was accelerated.
- In mathematics, the majority of students had secure knowledge of statistics, functions and basic calculus. They could confidently apply their skills when answering examination questions. The performance of the Advanced level students was above the curriculum expectations, while that of Advanced Subsidiary students was in line with them. Their analytical skills, critical thinking and the ability to apply multiple concepts to unknown situations were still developing. Students were making good progress towards developing their communication and mathematical reasoning skills.
- At the post-16 phase, the attainment and progress in science by most students was in line with expected curriculum levels. In practical chemistry lessons, Year 12 students were able to follow a procedure for preparing standard solutions of ethanoic acid from a solid. Most of them correctly applied the instructions for acid base titration using suitable indicators. They were able to make calculations and determine the concentration of the unknown alkali. Students' abilities to collect data and link them to theory was acceptable. In this phase students' progress was affected by a lack of opportunities to devise and design their own experiments independently. In addition, their use of critical thinking skills, especially in physics, was underdeveloped.

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

- Students generally had a positive approach toward learning and a desire to do well, especially when work was engaging. When work did not motivate students they became easily distracted and learning opportunities were quickly lost. Students lacked a clear understanding of how they could improve their work and make better progress.
- Students could share their ideas and discuss their learning clearly; for example, in a secondary English class when students wrote enticing advertisements. Such opportunities were limited, especially in mathematics and science lessons but were prevalent in Islamic education lessons. Collaborative skills were developing well across the school.
- Students did not consistently draw links with other subjects or find real life examples to make what they were learning more relevant. Links between subjects were more often seen in the Foundation Stage classes, when subjects were woven together by themes such as 'the farm,' which helped reinforce learning for children.
- Students' innovation, research and problem solving skills and their use of technology were underdeveloped across the school. Lessons planned with close adherence to the programme of study in the text books reduced the flexibility in lessons to explore a subject and allow students to think laterally. In mathematics and science lessons, problem solving and experiments were likewise greatly constrained. Consequently, the students in these subjects were not developing age-appropriate skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Acceptable ↓	Good	Good

- The majority of students demonstrated positive and responsible attitudes. In the upper secondary and post-16 years, many students took responsibility for their learning by accessing online programmes to raise attainment. Although critical feedback was rarely provided, they responded well when it was given. A small number of students, particularly in the primary and lower secondary years, showed less independence and lacked initiative.
- In general, students were respectful and showed self-discipline in lessons and when moving around the school. In a small number of lessons and during break times some students displayed immaturity, which slowed learning.
- Throughout the school, students and staff members related well. As a result of positive and friendly relationships with staff, students were keen to provide support for each other. Senior students regularly helped their younger peers at break times and when they experienced difficulty. The quality of the post-16 students' work with students with SEND was impressive. This supported a developing culture of mutual trust and respect.
- Many assemblies and other opportunities were provided to ensure that students understood how to make healthy choices. Through collaboration between the school's doctor and physical education teachers, targeted support and activities promoted fitness and well-being. Students could identify what they should do if they felt unsafe either in school or online.

- The overall attendance rate of the school was weak at 84 per cent. This, combined with the late arrival of a significant number of students each day, meant that learning time was lost. Low attendance and tardiness affected the quality of learning in some lessons.

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

- Students had good appreciation of Islamic values as the majority were Muslims. They knew the famous mosques in the UAE, like Zayed Mosque, and they knew the importance of having local mosques. They were convinced that the development of Dubai goes along with respecting the values of Islam. Many recited the Holy Qur'an accurately during the assemblies and read Hadeeth that supported the specific value that was highlighted weekly.
- Students respected and appreciated the culture of the United Arab Emirates. They were aware of the traditional costumes and food, as well as the main features of Dubai. Students across all phases were able to give examples of different landmarks, cultural and tourist attractions such as forts and the Culture Village. In addition, students recognized many modern buildings and were proud of the new canal being built.
- Students demonstrated excellent understanding, awareness and appreciation of their own culture by respecting their traditions through conducting many presentations about the countries they belong to during the 'Ethnic Day.' In addition, they greeted students from other cultures and joined in their celebrations.

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

- Students responsibly and actively contributed to the life of the school and wider community through the student council, including volunteering in activities such as cleaning the beaches. Students showed care and consideration for others by supporting students with SEND and building their confidence. They had a positive effect upon the school and wider community by contributing to campaigns such as 'Go Green.'
- Students had good work ethics. Some led others confidently and had creative and very practical ideas, such as the KHDA '100-metre chart'. Through well-planned projects and enterprise activities that had significant social impacts, students acquired key skills to be innovative. They made informed economic decisions such as reducing the consumption of paper.
- Students showed understanding of environmental sustainability. They actively looked for ways to care for and improve their school environment and were successful in projects such as waste management through recycling. They gave speeches during assemblies and shows to raise their peers' awareness of environmental issues.

3. Teaching and assessment

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

- Teachers used their secure subject knowledge to clearly explain complex procedures in mathematics and science and language concepts in Arabic and English to students. In the Foundation Stage, teachers showed a well-developed understanding of how young children learn and encouraged them to join in activities that captured their imaginations.
- The delivery of well-paced and interesting lessons varied across the school. Resources were not always used effectively, except in the Foundation Stage. In particular, IT resources were limited and not used consistently to make learning interesting or to enable research and independent investigations. The learning environments were not always stimulating, although in some classes students' work was displayed well.
- Good relationships were a feature of most classes and students showed positive attitudes towards their work, even when lessons were not exciting. In Arabic and Islamic education lessons, teachers' questions engaged students well and helped to promote meaningful class discussions. In English, mathematics and science lessons, the opportunities for students to reflect or develop ideas for themselves were limited.
- Activities were planned in lessons that closely followed the requirements of the curriculum. Teaching strategies were often limited. The structure of lessons did not consistently provide opportunities for students to develop and share their ideas, either in groups or in whole class discussions.
- Teachers did not promote independent learning in most lessons. In secondary English lessons, some lively debates on poems promoted the development of new ideas. Critical thinking skills were not developed well in mathematics and science lessons. These teachers provided few opportunities for their students to analyse and evaluate information.
- Most teachers of Arabic as a first language had secure subject knowledge. In the better Arabic lessons they knew how students learned. All teachers planned lessons well, but some were not effectively implemented. Simple questions from teachers limited students' interactions and restricted the opportunities for challenge and critical thinking.

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

- A range of assessment techniques linked to the curriculum was observed across the school to verify attainment. For example, written work, summative and formative assessments. However, other assessment practices were inconsistent across the different phases and subjects.
- The school used the IGCSE and GCSE examinations. International benchmark tests (IBT) had been introduced for all students in Years 3 to 10. The UK curriculum benchmarks were not used in the primary phase to verify students' attainment and progress. There was an initiative to use Advanced Level Information System (ALIS) tests to measure students' potential and progress in the last two years of school, but this was inconsistently done.

- Results of all assessments were recorded by the school and some elementary analysis was done. Systems to evaluate students' progress and the trends in their attainment were in development. Information was not used to identify students' starting points in learning or to plan lessons that matched the needs of different groups of students.
- The use of data to improve students' learning was inconsistent across the different subjects and phases and did not serve the needs of all students. The quality of teachers' ongoing assessment during lessons was inconsistent and did not always reflect the quality of students' understanding.
- Teachers generally had good knowledge of their students' attainment levels. Their knowledge of students' progress was limited due to the minimal analysis of data. In the better lessons, students received high quality verbal feedback. Some written feedback was given after the analysis of summative assessments, for example, in mathematics. However, goal setting that involved students in the assessment of their own learning was rarely seen.

4. Curriculum

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

- The curriculum was reasonably broad and balanced and generally in line with the requirements of the National Curriculum of England. Its implementation was supported by a commercial scheme of work. The progression in skills was not explicitly documented.
- Curriculum mapping had not sufficiently personalised provision to meet the specific requirements of students. Although progression in knowledge was identified in the curriculum, it was not sufficient to ensure that students built upon previous learning. Skills progression was less clearly defined, resulting in inconsistent opportunities for practical application of knowledge, particularly in English and science.
- Older students were able to make some curricular choices but they were limited to an art or science stream at the IGCSE level. The provision of Urdu lessons was welcomed by parents. A wider range of arts subjects was not available in either the IGCSE or A-level years. Islamic education lessons were provided to children in the Foundation Stage.
- Cross-curricular links were identified but not made explicit in the curriculum maps. As a result, opportunities were missed in lessons to enable students to use learning from other subjects to extend thinking and apply knowledge. The curriculum was overly dependent upon text books, particularly in social studies.
- Although regular reviews of the curriculum took place the end of each term, the outcomes of those reviews had insufficient effects for improving provision for students. Consideration was not always given to how the curriculum was delivered in classrooms. Some lessons plans were changed or amended, but not always matched to the levels of different groups of students.
- The UAE social studies curriculum was integrated into various topics in the Foundation Stage and taught in separate lessons in the other phases. It was based upon the use of textbooks provided by the UAE Ministry of Education.


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

- The curriculum was planned to meet the needs of most students. There was some awareness that more modification was required to meet the additional learning needs of students with SEND and to extend the learning of the high ability students. However, the curriculum did not support and challenge these two groups of students.
- The curriculum engaged the majority of students and provided extra-curricular events to enhance learning. For example, the recent 'Educational Festival' stimulated interest in reading, enabling students to discover new authors and books. Enrichment activities, although improved, did not offer students sufficient opportunities to develop their individual talents and interests, nor did they sufficiently promote attitudes of enterprise, innovation, creativity and social contribution.
- The school celebrated National Day and Flag Day in its efforts to ensure that all students felt a part of the UAE and understood the desire for unity and harmony. Assemblies highlighted special days such as Eid-al-Adha to extend students' understanding and appreciation of the UAE's heritage and culture. However, these experiences were not fully integrated into the planned curriculum.
- The school had introduced Arabic as a first language or as an additional language in the Foundation Stage 2 curriculum. Most children studied Arabic as an additional language. They learned letters and sound recognition and developed knowledge of words adequately.

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

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

- Adequate safeguarding procedures were in place. These included a designated coordinator who had developed a clear policy, supported by appropriate guidelines and procedures. An internet safety policy was also in effect. Procedures to ensure the safety of all students were underdeveloped in some aspects.
- Safety checks including fire drills were regularly carried out and recorded. Medical facilities were available and used to provide support for health and well-being. Students were appropriately supervised. Safety on the buses was monitored, although records did not show whether concerns were followed up and addressed.
- Although the school buildings were aging, the staff maintained them to the best level possible. All concerns and repairs were carried out quickly. Records were kept but not monitored or evaluated by leaders.
- Some aspects of the school premises did not meet the needs of learning for different groups of students. A small number of classrooms were dark, poorly ventilated and impeded the development of creative and challenging learning experiences. The premises were generally safe, although shared access to the buses with the neighbouring school required close monitoring to ensure the safety of students.
- In conjunction with the school's doctor and medical staff, healthy living was promoted. Regular information was provided through assemblies and particular students were targeted for support. These initiatives were not systematically followed up in lessons or in the curriculum.

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

- Teachers knew most students well and were aware of their personal and academic needs. Staff members and students generally showed respect and courtesy to each other. Most teachers were effective in managing students' behaviour so that lessons were orderly. Parents were informed of any behaviour problems and invited in to discuss them. Any incidents of bullying, which were rare, were dealt with positively and quickly.
- School attendance and punctuality systems were inadequate. The school recorded absence and lateness, informing parents of repeated lateness. However, the systems were not rigorous enough to have a positive effect, nor did the school give sufficient attention to the value of prompt arrival with students.
- The school was inclusive and had appropriate procedures, in most subjects, to identify students with SEND. Identification began early in Foundation Stage. It had also been used in all year groups to accurately confirm the needs of students experiencing difficulties with English reading and spelling. Students with particular gifts and talents were identified, although provision to meet their needs was not in place.
- Specialist staff members assisted with the identification and support of students with SEND. Plans were in place to provide additional support for these students, but had not been implemented. Teachers had been trained to modify the curriculum and provide support in lessons, but many teachers were not skilled in this respect. Consequently, although students' progress was acceptable overall, it was inconsistent across the school.
- The school counsellor offered personal guidance and support, particularly for aspects of behaviour and personal issues. Parents were promptly involved when appropriate. Older students received some information and support for choosing their future careers, but these were limited in the absence of a specific careers counsellor. Foundation Stage children received good care and support, enabling them to make a confident start to school life.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The school was committed to the inclusion of students with special educational needs and disabilities (SEND). The number of qualified and experienced staff in this department had been increased to provide better systems of assessment, identification and provision planning in an attempt to better meet students' needs. However, the implementation of appropriate provision, and the monitoring and evaluation of its effectiveness, was at an early stage. Nevertheless, the department showed a good capacity to improve provision further.
- The school made use of a range of assessments to identify students who had difficulties with learning. These began early in the Foundation Stage and, this year, had been used in all classes to accurately confirm the needs of those students having particular difficulties with English reading and spelling, and those who had specific learning disabilities. The latter group required additional diagnoses to fully identify and provide for their level of need.

- The school informed parents of their child's progress through the normal whole-school reporting methods relating to attainment and progress. There was a lack of parental involvement in the review of their child's progress. However, most parents had a positive relationship with the school and were grateful for the support their child received and for the helpful guidance they were given by the school counsellor.
- The quality of curriculum modification and support was inconsistent across the school. Whilst all staff had received training, this was not reflected in the quality of provision provided by teachers in the classrooms. Some students had additional support from intervention groups and shadow teachers.
- The majority of students demonstrated a positive approach to their work in lessons and were engaged when teaching matched their needs. However, too often interventions did not lower the barriers to learning which were presented by the student's SEND. This restricted learning and limited progress. Systems to track and monitor students' progress were underdeveloped. This hindered the schools ability to respond to the needs of students and to provide evidence of sustained progress over time.

6. Leadership and management

The effectiveness of leadership

Acceptable

- A vision to create global citizens in a stimulating learning environment had been set for the school. It was displayed on boards in classrooms and the playground but not fully realized or achieved. The Principal and vice principal had demonstrated a commitment to the UAE's developmental priorities. The vision was not communicated systematically nor linked to the provision of quality learning outcomes for different groups of students.
- A school improvement team had been formed to bring about improvements. Responsibilities which related to the delivery of better learning were yet to be defined. Roles were functional and restricted to checking rather than evaluating, identifying and supporting next steps. Assessment data was not shared systematically, impeding provision and thus students' learning and personal development.
- There were communication systems which secured a school-wide commitment to better outcomes. Heads of departments met to review the curriculum and other aspects of school life. However, the outcomes of reviews and the support to secure improvements were not always shared with the staff and the wider school community.
- Clear commitment was shown by a large number of staff members to making further improvements. Although connections had yet to be made between the work of different leaders, awareness had been raised and systems were beginning to emerge. A whole-school approach to overcoming potential barriers, which included the restrictive learning environments in some places, had begun to develop.
- Leaders were quick to respond to health and safety concerns and other matters relating to statutory and regulatory requirements. Adequate school performance had been maintained and consideration given to how it might be raised to a higher level. Following the previous inspection improvements had been made. A systematic approach to sustain them had yet to be developed.

School self-evaluation and improvement planning

Weak

- Self-evaluation resulted from consideration of the recommendations made in last year's inspection report. Assessment data and information from lesson observations were not used rigorously when evaluating whole school performance. There was insufficient understanding by teachers and leaders of the difference between checking practice and evaluating its effects upon learning outcomes.
- Whilst lessons were observed by the Principal, vice principal and some subject leaders, the results of their observations were insufficiently evaluated and communicated to teachers. As a consequence, a whole-school understanding of what good teaching looked like was lacking. Evaluations were not considered systematically or matched to the assessment information.
- The school's improvement plan covered aspects of provision but excluded some important areas of practice. The priorities identified were not aligned with the UAE National Agenda requirements. As a result, plans were not sufficiently coherent or matched to the priority to deliver consistently good quality learning experiences for students.
- Improvements had been made following the recommendations in the previous inspection report. Particular progress had been made in the Foundation Stage. The school was diligent in developing improvement plans. A lack of coordination between different leaders, including governors, the principal and vice principal restricted the quality of outcomes.

Partnerships with parents and the community

Acceptable

- The parent council expressed support for the school and was pleased with the changes made in the last two years. Their concerns and suggestions relating to routines were listened to and generally acted upon. The representation of parents who were not members of the council was less clear. Opportunities for parents to provide input on matters relating to their children's learning were limited.
- A web portal had been set up to inform parents about events in English and mathematics in the upper secondary years. The provision of information about other aspects of learning was less consistent, particularly when children had been identified as having SEND. Parents of gifted and talented students were unaware of how to provide support and challenge for their children.
- Report cards detailing students' examination marks were issued every term. They also provided comments on students' behaviour and attitudes. Parents were not sure what the marks represented and were unable to identify how well their children were performing against the curriculum standards or in relation to their peers. No information was provided to help them understand how much progress had been made over the term.
- The food festival was successful in providing families with the opportunity to come together and develop international partnerships. Although students took part in competitions with other schools, such as 'Spelling Bee,' collaboration with the community to improve and develop learning was limited. A lack of information about national priorities restricted the school's links with other organisations.

Governance

Weak ↓

- Although there was a governing board comprised of the owner and five people appointed by him, there was little representation of school stakeholders. Information provided to the board was insufficient to enable it to challenge or hold the leaders to account for standards students attained and the quality of teaching they received.
- Decisions taken by the board related mainly to provision of resources, including the establishment of a new computer laboratory, Wi-Fi in all classes and curriculum books. There was little monitoring of how these resources improved students' achievements. The premises had not been updated to provide a stimulating learning environment that was bright, had sufficient space and adequate ventilation to support students.
- The school lacked a clear strategic plan for improved learning outcomes by all groups of students. This shortcoming restricted the governors' influence upon the direction and leadership of the school. Recommendations from the previous inspection report had been discussed but not followed up. They were insufficiently monitored by the governing board. The board was diligent at ensuring that all statutory requirements were met.




Management, staffing, facilities and resources

Acceptable ↑

- Day-to-day routines were managed well. Assemblies and lessons generally started on time and break times were adequately supervised with help from senior students. Although attendance was weak and a significant number of students arrived late, the school kept records and provided communication to parents about the amount of learning time lost.
- The school was adequately staffed. Teachers were generally well qualified and matched to teach their subjects, although there were some exceptions. Whilst professional development was provided, it lacked a systematic approach. Consideration was not always given to improving the quality of learning when planning lessons.
- The premises required considerable updating to support high quality teaching and learning. Although best use was made by the staff of the space available, some classrooms were dark, uninviting, poorly ventilated and unsuited to lessons which required collaboration or active learning.
- Resources had been made available to support the delivery of the National Curriculum for England. This included the procurement of a commercial scheme of work. The provision of additional resources to support the practical application of different subjects and skill development, particularly in science, was inconsistent.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	29
	2014-2015	164
Teachers 	26	
Students 	12	

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

- The responses from school stakeholders were too few to be representative.

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