



Grammar School

🇬🇧 Curriculum: UK

Overall Rating:

Acceptable



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1970
Website	www.grammarschool.ae
Telephone	00971-4-2824822
Address	P.O Box 11230 Al Garhoud-Dubai
Principal	William Deacon
Language of instruction	English
Inspection dates	6 to 9 March 2017

Teachers / Support staff

Number of teachers	70
Largest nationality group of teachers	Indian
Number of teaching assistants	20
Teacher-student ratio	1:18
Number of guidance counsellors	2
Teacher turnover	43%

Students

Gender of students	Boys and girls
Age range	3-17
Grades or year groups	KG2-Grade 12
Number of students on roll	1250
Number of children in pre-kindergarten	None
Number of Emirati students	20
Number of students with SEND	53
Largest nationality group of students	Pakistani

Curriculum

Educational permit / Licence	UK
This might be deleted Main curriculum	UK / MoE
External tests and examinations	IGCSE
Accreditation	None
National Agenda benchmark tests	Cat4, GL



The DSIB inspection process



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

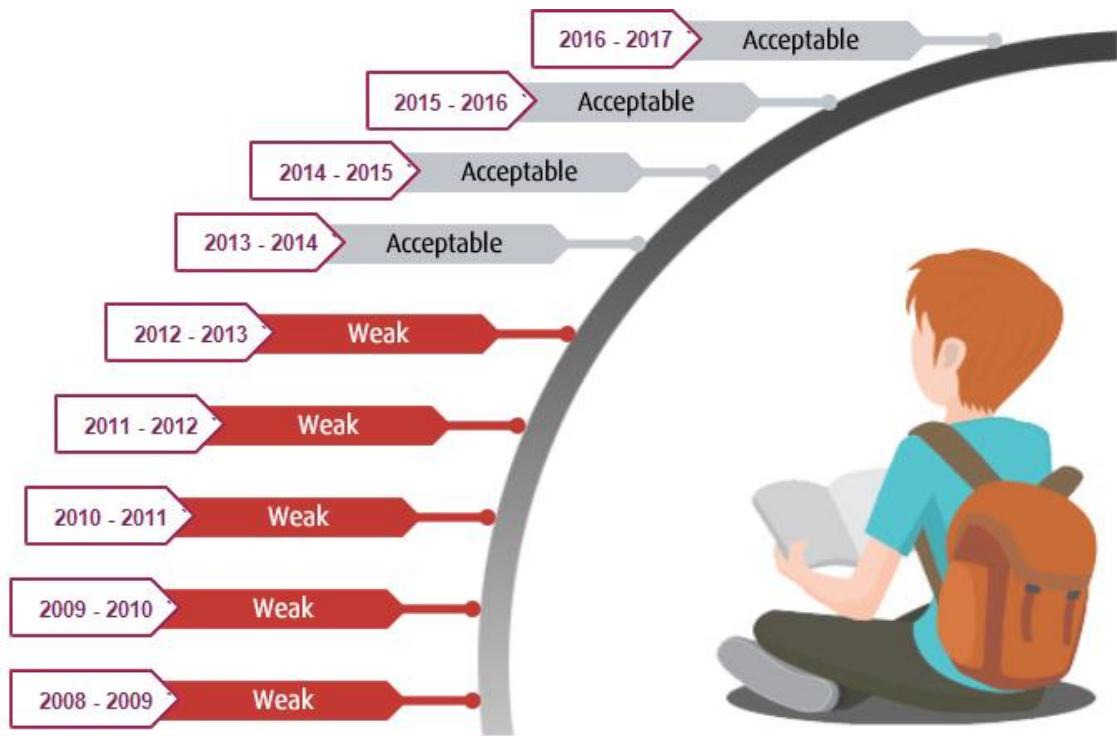
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Grammar School



- The Grammar School was founded in 1970. A significant number of new teachers and students joined the school this academic year. The principal and the school leadership team are in their second year and during this period student numbers have increased from 995 to 1250 students.
- Recent inspections identified the need to improve teaching, assessment, students' learning skills, curriculum, provision for children in the Foundation Stage (FS), and for students with special educational needs and/or disabilities (SEND).
- Recommendations from previous inspection reports asked the school to align the curriculum more accurately to the National Curriculum of England, improve assessment systems and the quality of teaching and learning across the school. Improvements were also needed in the FS provision, the quality of support for students with SEND.



Summary of inspection findings 2016-2017



Grammar School was inspected by DSIB from 6 to 9 March 2017. 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.

- Children's attainment, progress and learning skills in the FS are acceptable, except for their attainment and progress in science which remains weak. Students' attainment in Islamic education and in Arabic as a first language remains acceptable. Attainment remains weak in Arabic as an additional language, English, mathematics and science at the primary and secondary phases. At post-16, attainment in science has declined to weak. The quality of learning for students in the secondary phase is weak.
- The personal development of children in the FS and their knowledge of Islamic values remains acceptable. Students' understanding of these aspects of learning are now consistently good across the other phases. Across the phases, opportunities for students to lead aspects of school life are limited.
- The quality of teaching is acceptable across the school. However, teachers are not modifying their teaching approaches sufficiently to ensure all students make appropriate progress. Assessment has improved in the FS and at post-16. Teachers are beginning to set targets for students and to track their progress. This aspect is inconsistent at the primary and secondary phases.
- The curriculum is now aligned to the requirements of the National Curriculum for England and the Ministry of Education (MoE). Recent changes are yet to be evaluated for their impact and insufficient adaptation is in place to ensure that all students are being fully supported.
- Arrangements for health and safety, and care and support have been revised and improved. Teachers have been trained in child protection arrangements. Recent initiatives to reward students' behaviour and to reward their achievements are at early stages of development. Despite a restructuring of support for students with SEND, provision remains weak.
- The recent significant changes to leadership and management have been achieved with minimum disruption to the school. The restructured leadership team are developing their abilities to lead their remits and to impact positively on students' attainment and progress. There is increasing participation of staff in taking on leadership roles resulting in positive improvements to the ethos of the school.

What the school does best

- Students' progress in Arabic as a first language in the primary phase and in Islamic education in the secondary phase.
- The quality of students' personal development and their knowledge of Islamic values.
- The improvement in children's attainment and progress in mathematics, assessment, and the design of the curriculum, in the FS.

Recommendations

- Improve students' attainment and progress by:
 - promoting more opportunities for students to develop their learning skills
 - setting specific improvement targets and measuring rigorously the impact on students' progress
 - delivering appropriately differentiated lessons to meet all students' learning needs
 - using the range of assessment information to modify teaching approaches to ensure greater challenge and support for all students.
- Improve the provision for students with SEND by:
 - strengthening the quality of leadership
 - identifying students' needs more specifically
 - monitoring students' progress rigorously.
- Address the weaknesses in self-evaluation by:
 - identifying clearly the expected student outcomes that result from school priorities and actions
 - defining more specifically the responsibilities and timescales for monitoring progress against agreed priorities
 - ensuring that all school initiatives are evaluated using agreed criteria to enable an accurate overview of the impact of the school's work
 - the board of governors holding school leaders directly responsible for the impact of the work of the school.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment against the National Agenda Parameter in the three core subjects of English, mathematics and science is below expectation.
- New systems are in place to assess the revised National Curriculum for England. Teachers and leaders are at an early stage of analysing the assessment information. It is beginning to be applied in mathematics, English and science in the upper secondary and post 16 phases, where teachers are creating ability groups and setting targets.
- Some changes have been made to the timetable in the primary phase to extend the teaching of English, mathematics and science. In mathematics, additional time is being given to the study of percentages. As yet, insufficient attention has been given to developing the key skills required for students, such as the application of scientific method, mental mathematics and comprehension.
- School leaders understand the importance of developing students' critical thinking, research and enquiry skills. Time has been given to support teachers in this respect and opportunities for students to apply these are becoming a feature of a few lessons. Problem solving is a developing aspect of mathematics in the primary phase.
- Most students do not have an understanding of their external assessment results and their relative strengths and weaknesses. However, those studying for IGCSE and AS level courses have targets that are based on performance in these examinations. A lack of resources, books, tablets and scientific calculators, is an obstacle to develop more rapidly students' research skills.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

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









Promoting a culture of innovation:

- Teachers are at an early stage of developing skills to provide quality innovative opportunities for students, they have yet to ensure consistently high quality learning experiences for students. Students are responding positively to recently introduced initiatives which are developing some examples of enhanced design based activities and research based reports on subjects such as the impact of the Arabic world on commerce and scientific discovery. Staff have been trained and lesson plans adjusted to include innovation opportunities. Teachers have yet to make consistent use of these plans and the activities being developed have yet to be fully evaluated for their quality and impact on students' learning. Members of the school's innovation committee are developing their leadership roles through agreeing and monitoring a school action plan that is at a very early stage of meeting the objective to enhance innovation across the school, including making developmental links with the wider community.

Overall school performance



Acceptable

1 Students' achievement




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

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


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

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

3. Teaching and assessment

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


4. Curriculum

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

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

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

6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- In English, most children are achieving as expected for their age. They are able to match letter shapes to sounds and use this to attempt to read short words. They are less secure in speaking in English as they have limited opportunities to improve their vocabulary through speaking and listening. Children show limited creativity and emergent writing skills beyond completing class worksheets.
- By the end of FS2, most children are able to count and match objects to numbers. They can place numbers in order and recognise those that are larger from smaller numbers. In activity time, children make appropriate use of a range of resources to investigate properties of pattern and shape and to practice their skills in these areas. Children make acceptable progress in developing their mathematical skills and are interested in completing their activities.
- In science, children's skills and knowledge are below curriculum expectations. Children's progress in gaining age-appropriate skills of enquiry is weak. This is because there are limited opportunities for children to solve problems, observe, predict, make decisions and record their finding.

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


- Internal assessment information for Islamic education indicates students' attainment is good. This is not supported by lesson observations and the quality of students' work. Most students demonstrate knowledge and understanding that is in line with MoE curriculum standards. This includes their understanding of the five pillars of Islam. Students are able to recall facts and derive guidance from the Prophet's life (PBUH). They memorise prescribed Surahs of the Holy Qur'an. Students have a well-developed understanding of Islamic values but their recitation skills are not as secure.
- In Arabic as a first language, most students attain levels that are in line with MoE curriculum standards. Students are skilled in reading and understanding short passages about familiar topics. Students' speaking and writing skills are weaker. They can speak and write a number of short sentences using a limited range of vocabulary. Students demonstrate good progress in lessons and in their workbooks. Girls demonstrate better language proficiency levels than boys.
- In Arabic as an additional language, students' attainment is weak. This is because less than three quarters of students attain levels that are in line with MoE curriculum standards. Students understand only short passages and dialogues about daily routines. They can use a limited range of vocabulary and their writing skills are weaker. Writing is mainly copying from books or filling in gaps on worksheets. However, students make acceptable progress in the lessons observed, and overtime compared to their starting points.
- In English, current attainment levels are weak but students are making acceptable progress. Students joining the school often have no English language skills. Despite this, most are beginning to display knowledge of grammar, punctuation and spelling in their written work. Their skills in writing at length are limited. Listening skills are stronger with students able to listen attentively and with understanding. Their reading skills are developing at the expected pace. Students speak audibly and fluently with an increasing command of English. Their progress is limited because they have too few opportunities to participate in oral discussions, presentations and role-play.
- In mathematics, students' attainment and progress are weak. This picture is similar to the results that arise from international benchmarked tests. Students' learning relies on completion of worksheets. They are not given enough opportunities to find things out for themselves. As a result, students' skills of enquiry and investigation are not well developed.

- In science, students' progress is weak. Internal teacher assessments indicate that attainment is weak and is better in lower primary. These results align with those from external benchmark assessments where most students do not reach international expectations. In lessons and students' work attainment is below curriculum standards. Students' knowledge is sound but their skills in working scientifically including enquiry, practical work and evaluation are weak. Students' abilities to write or speaking at length to explain their reasoning is weak. Trends in attainment over time remain low.

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



- In Islamic education most students attain levels that are in line with MoE curriculum standards. Students have an appropriate understanding of the Holy Qur'an, Hadith and Seerah. They can explain the guidance and moral lessons they gain from them. Students show acceptable recitation skills in reading the Holy Qur'an. They have an appropriate understanding of the principles of worship and faith. They have better knowledge of Islamic rules such as those relating to male and female dress. Students make good progress in lessons. This is reflected in the quality of students' work samples and trends in school progress data.
- In Arabic as a first language, most students' attainment and progress are acceptable. Lessons and students' work books show most have an acceptable understanding of the subject. They read and understand written and spoken passages appropriately for their age, including reading unfamiliar text. They express opinions and relate personal experiences about familiar topics. Writing skills are less well developed with students showing limited ability to write beyond short responses.
- In Arabic as an additional language, students' attainment and progress are weak. In lessons, although most students are able to understand their teachers' instructions, their responses are basic, demonstrating limited vocabulary. Students' writing skills are weak demonstrating weak grammar and punctuations. Students do not progress at an appropriate pace over time.
- In English, students' attainment is below curriculum standards but progress in lessons is in line with expectations. Students show limited grammatical skills in producing extended writing. Their levels of fluency are at an expected level for their age. They are able to contribute appropriately to discussions in class about their reactions to poetry and appreciate the importance of independent reading for pleasure and information. They have limited skills in holding extended debate, discussion and in presenting personal viewpoints.

- In mathematics, just over half of the students attain expected levels in mathematics. This is also reflected in their workbooks and in externally benchmarked tests. In the lower secondary years, although, many students are competent in mathematical operations they do not have the corresponding level of conceptual understanding. Their skills in manipulating numbers mentally and in using estimation are under-developed. Students make acceptable progress. The trend at IGCSE is upward and girls are progressing at a faster rate than boys.
- In science, students' attainment is weak when measured against external international benchmarks. A large majority of IGCSE results are below international standards. Internal data, including mock examinations indicate weak attainment. In lessons and in students' work attainment is below curriculum standards. Students' knowledge is better than their ability to work scientifically. Their skills in investigation, thinking critically and using technology are undeveloped. Their laboratory skills and their ability to research and present their findings are weak. Progress is acceptable but slower for the most able. Students' examination results at IGCSE show an upward trend.

 Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Weak	Acceptable
Science	Weak ↓	Acceptable


- In lessons and work samples, most post-16 students attain levels in Islamic education that are in line with MoE curriculum standards. They can reference appropriately from the Holy Qur'an, Hadith and Seerah to provide evidence of rulings in Islam. They have a better developed understanding of Islamic values such as humility, and contentment. Their Holy Qur'an recitation skills are secure. Students' progress in lessons and in the quality of work is in line with expectations. Girls make better progress than the boys. Trends in attainment are consistently acceptable.
- In Arabic as first language, most students' attainment and progress are acceptable. Internal assessment information indicates higher attainment. Most students have an adequate knowledge of the grammatical features of the Arabic language and demonstrate acceptable language skills. They can understand written and spoken passages of varying lengths and topics. They can discuss opinion and make arguments about articles using unfamiliar words. Students', particularly girls, make acceptable progress in lessons.
- A relatively small number of students study mathematics in this phase. For the past few years, the attainment of most students has not been in line with expected standards. External data supports this position. However, this year's internal data shows an improving picture. A large minority of students are successfully completing questions involving algorithms and most can integrate simple functions. Their skills of estimating and manipulating numbers mentally are developing at a slower pace.

- In science AS level examinations, attainment is weak as only a few students reach international standards. Internal tests indicate that a large majority of students are working below expected international standards. In lessons most students make the expected progress. Students' knowledge and understanding are sound but their skills in scientific thinking, enquiry and investigation are weaker. Their ability to design and perform experiments and communicate their ideas is underdeveloped. AS level results show an upward trend.

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

- The majority of students are motivated and show a positive attitude to learning. They enjoy the opportunity to be active learners when given the opportunity. Students in the FS, primary and post-16 phases are able to demonstrate this more frequently than students in the secondary phase. Students have few opportunities to show their abilities, to contribute their personal views or form independent opinions. Students across the phases are not sufficiently involved in assessing their own strengths and weaknesses in order to take steps to improve.
- Most students in FS, primary and post-16 phases are developing effective collaboration skills in classroom-based tasks and work well in groups or with partners. In the secondary phase, there are some strong relationships leading to productive dialogue between the teachers and the students although in some classes, students have limited opportunities for group work. The ability of students to communicate their learning is varied.
- Children in FS respond positively to the new integrated curriculum, which is encouraging them to make connections between different areas of learning and to make links to real world situations. Most students are able to make similar links across the other phases except at the secondary phase where students have very limited opportunities to make practical links to classroom learning.
- Students' abilities to think critically or research their work are at a very early stage of development. They respond positively to opportunities to engage in activities such as the installation of recycling receptacles or in preparing the school grounds as part of a garden project. Senior students demonstrate their developing abilities, to write personal research projects on topics provided by the business studies department.

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

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

- Students have positive attitudes to adults and their fellow students and warmly greet visitors to the school. They behave responsibly and welcome their teacher's guidance and advice. Throughout the school, they demonstrate self-discipline and care for others. When given the opportunity they respond well to feedback from teachers on how they are progressing in their coursework.

- Students exhibit expected standards of behaviour around the school and they understand the implications of bullying for their safety and the safety of others. The developing student council also takes its responsibilities seriously and assist the school in ensuring positive student behaviour.
- Respectful and courteous relationships are a feature of the school. Students interact positively in class and support one another in their learning when they have the opportunity. Prefects oversee the safe movement of younger students around the school. Students are regularly willing to praise the efforts of others in class and are increasingly responding positively to the growing opportunities in the school to celebrate success.
- Students are aware of what constitutes a healthy lifestyle. Many enjoy participating in sporting events and activities though limited facilities restrict opportunities to do so. They are able to identify healthy requirements and have requested more healthy eating options in the school.
- Almost all students arrive at school and class on time. They are responding positively to the increased focus in the school on the need for better student attendance and punctuality. As a result the average student attendance has improved this session and is good at 94 per cent.

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

- Students have a well-developed awareness of Islamic values and Emirati culture. In the primary to post-16 phases this is above age expectations. They explain how Islamic values are embedded in all walks of life in the UAE. They talk about the values that can be learned from the Hajj, such as equality, and lessons learned from fasting in the month of Ramadan.
- Students, demonstrate good knowledge and respect for Emirati heritage and culture. Their appreciation of this is evident in their active participation in cultural activities and celebrations such as the National Day and Flag Day. Students talk in detail about famous places in the country such as the Miracle Gardens and Sheikh Zayed Grand Mosque.
- Students are well aware of cultural diversity in the UAE. They are proud of their own cultures, yet show a strong understanding of and respect for other cultures. Most students talk in detail about aspects of various cultures such as food, art and history. For example, they are able to talk about the cultural value of sushi in Japan and the Pyramids built by Mayan civilization in Mexico.

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

- Students, including prefects and school counsellors, take their responsibilities very seriously and are keen to make the school a better place. Their ideas are increasingly being discussed and actioned by the school. For example, improving the washrooms and designing aspects of the school uniform. Students show consideration for the needs of others including students with SEND.

- Students enjoy school and are proud to be involved with projects such as the fundraising for Breast Cancer Research. Business studies students carry out research activities focusing on the role of Islam in the modern world. Although most students, are keen to participate they often lack confidence in initiating projects.
- Students have a sound understanding of the importance of the environment. For example, in science students study land pollution and the effect of plastic waste. Students are excited about the project to develop the school garden and take care of their school environment. They recognise the importance of sustainability and are keen to promote the newly installed recycling facilities.

3. Teaching and assessment

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

- Most teachers have sound subject knowledge and understanding of how to apply this effectively in supporting students' learning. Teachers in the FS have responded very positively to the recent focus on developing teaching and learning in this phase. However, across the other phases, teachers are not modifying their teaching or developing appropriate strategies to meet the learning needs of different students.
- All teachers plan their lessons according to an agreed format but in many cases the learning objectives are too broad to ensure readily measurable outcomes. Teachers use the limited range of teaching resources competently. They now have their own rooms and many take great care to make their classrooms more welcoming and stimulating places to be through displays of information and students' work.
- The relationship between teachers and students is positive and many teachers have a good understanding of what motivates students. Some teachers tend to dominate the lesson, however, and do not allow students to participate actively and take responsibility for their learning. When teachers allow students the freedom and time to think and discuss, learning is enhanced.
- Teachers show in their lesson planning that they understand the importance of meeting the needs of students of different levels of ability, though this is not always put into practice. When students are given differentiated tasks, according to their abilities, they often lack challenge so that students who are more able are not stretched in their learning.
- The promotion of critical thinking is a developing feature of teaching in the school. Many teachers probe students' understanding through skilful questioning and ensure that there are opportunities for research projects or just to reflect and discuss. Too often learning is based on repeating knowledge-based activities with no opportunity for independent learning.

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

- Internal assessments are inconsistent in English, maths and science in the primary and secondary phases. As yet, there is insufficient data to measure students' progress accurately. Teachers' lack of clarity about learning objectives is hampering the accuracy of internal assessment processes in Arabic. Assessments are moderated in the FS and this is helping measure more accurately children's progress.
- The school is now applying external assessments for Years 3 to 9 in English, mathematics and science. These assessments are directly linked to the objectives in the revised National Curriculum of England. While they provide a secure basis for measuring attainment and progress objectively, the school is only beginning to analyse assessment data to help measure progress trends in student performance.
- Analysis of data is at an early stage, reflecting the recent introduction of the revised National Curriculum of England and the new assessment processes. In English, mathematics and science in the upper secondary and post-16 phases, teachers are beginning to use the assessment information to provide intervention support and set targets for students' future learning.
- Day to day assessments in FS give teachers a reasonable understanding of children's abilities and needs. This practice is more varied in other phases. The recently introduced marking policy, when it is fully embedded, will provide a good framework for giving students valuable feedback on how to improve. It is an appropriate first step towards the systematic development of students' skills in assessing their own performance.
- Teachers have variable knowledge of students' strengths and weaknesses. There remains an over emphasis on a narrow range of skills mainly linked to the acquisition of knowledge. Students have limited opportunities to assess their own work and often do not have sufficient information on their progress to allow them to target improvements in specific aspects of their coursework.

4. Curriculum

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

- The school is addressing the recommendations from the last inspection and is developing its curriculum in line with the National Curriculum of England and the FS curriculum. The curriculum is generally broad and balanced. However throughout the school there is a strong emphasis on the acquisition of knowledge and too little focus on the development of students' enquiry and critical thinking skills.

- Teachers are developing their skills in planning the curriculum so that children and students build on previous learning. As this curriculum is newly in place, progression between key stages has yet to be reviewed. The entry-level requirements for post-16 have been reviewed to ensure that students are able to cope with the challenge of AS courses.
- The range of IGCSE subjects on offer for older students is sufficiently broad for them to study the subjects which interest them and equip them with the necessary qualifications for the next stage of education or work. At post-16 the choice is narrower. In FS all children have valuable opportunities to make choices about activities and resources.
- Cross-curricular links are developing, particularly in the FS and the primary phases through thematic approaches. Science, technology, engineering and mathematics (STEM) lessons enable students to make links in areas of learning such as designing windmills and studying sustainability. Opportunities for critical thinking, research and independent learning are not planned consistently across the curriculum.
- The newly introduced curricula in FS, primary and lower secondary are reviewed frequently and informally as part of ongoing developments. The school has not reviewed the curriculum to take into account the significant number of students for whom English is an additional language.
- The UAE social studies curriculum is broad and balanced and ensures continuity and progression, using MoE textbooks. There is a stronger emphasis on knowledge rather than developing students' skills in reading, speaking and extended writing. Students enjoy learning about the UAE and the world around them but are not skilled at research, presenting their ideas and thinking critically. Teachers assess students against social studies curriculum statements.

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

- The curriculum is planned to provide a range of learning opportunities but the quality is variable. In the secondary phase, in particular, students have too few opportunities to develop learning skills. Most teachers recognise the need to plan work to match students' different abilities but in a large majority of lessons, learning is not adjusted sufficiently. Too often the needs of students with SEND and higher achieving students are not met.
- Enhancements to the curriculum are limited. Innovation projects have started to be introduced but students have limited opportunities to engage in activities that promote enterprise, creativity and social contribution across the curriculum. A small number of extra-curricular activities are on offer. The uptake of these by students is low. Links with the local and wider community are gradually being developed, supporting students' academic and personal development.
- Some appropriate learning experiences are provided to develop students' understanding of the UAE's values, culture and society. Planned visits to local museums, places of interest and participation in national celebrations help develop students' knowledge, understanding and appreciation of the heritage of the UAE. Links with Emirati culture and UAE society are not fully integrated into the curriculum.

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

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

- The school has a child protection policy signed by all teachers. They also undergo certificated online protection training and incidents are properly recorded. The school takes suitable measures to protect children from bullying including cyber bullying.
- Procedures are in place to ensure that the school complies with statutory health and safety regulations. There is a programme of regular checks of buildings and equipment and fire drills are conducted six times a year. Students are well supervised in classes, between classes, during break time and on school transport. Students' health is closely monitored by the doctor and nurses who keep a daily record of all health related incidents.
- The school is clean and well maintained. The premises are inspected morning and evening for cleanliness and maintenance issues and these are recorded with the action taken.
- The school provides an environment in which students and staff feel safe. Entry to the school is now controlled by an electronic access system and there are CCTV cameras on every corridor. The one science laboratory is not adequate for the needs of a school of this size.
- The school promotes healthy living through the physical education (PE) and science programmes and in the healthy eating sessions run by the clinic every 3 months. Fresh drinking water is available throughout the school and students are able to participate in the before and after school activities which promote healthy living.

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

- Relationships between all members of the school community are positive and there is mutual respect between students and teachers. Teachers are aware of the needs of students in their care and provide support when it is required. Behaviour expectations are clearly understood by staff, students and parents. Procedures for managing students' behaviour are systematically applied and are consequently effective.
- The school is successful in promoting good levels of attendance and punctuality. Newly introduced systems help the school to effectively monitor attendance and maintain accurate records. Unauthorised absence and repeated lateness are followed up, and parents promptly notified if there are concerns about individual students. Parents support the importance of maintaining high levels of attendance and punctuality.

- The admissions policy is inclusive and the school provides a welcoming learning environment for students with SEND. There are new assessments and procedures for identifying students with SEND, and those who are gifted and/or talented. General needs are recognised but students' specific needs are not always accurately identified.
- Additional staff has recently been recruited to strengthen the learning support team. Interventions to address students' identified needs do not consistently and effectively meet their needs. In class lessons some modifications have been made to the curriculum but the ability of teachers to deliver the adjusted curriculum is too variable. Monitoring of students' progress is not rigorous or effective enough.
- Students have ready access to school counsellors and known and trusted members of staff. They provide students with advice and guidance about a range of important matters, including their health, wellbeing and further education. The school provides adequate career advice for students at post-16. Support related to subject options and career implications are less effective for Year 9 students.

Inclusion

Provision and outcomes for students with SEND

Weak

- School leaders promote an inclusive ethos and demonstrate a commitment to support all students. Since the previous inspection additional staff, with some relevant experience, have been recruited. Despite additional resourcing, interventions to address students' needs are not always effective. Policies have been developed but not fully implemented. Systems to review and monitor students' progress and the quality of their support are not rigorous or effective.
- New assessments are helping with the initial identification of students' with SEND. Procedures for more accurately identifying needs take too long and are not specific enough. Consequently individual targets are not focused or sufficiently challenging. Not all students have appropriate support and this impacts on the amount of progress they make. Students who are gifted and/or talented are now being identified and support for their needs is developing.
- The school invites parents to work with the special educational needs coordinator (SENCO) and they are beginning to contribute to their children's individual education programmes (IEP) and review process. Information to parents about their children's progress is not frequent or clear enough. Samples of work are not always provided to clearly demonstrate the progress being made. Most parents appreciate the support and guidance they receive.
- Teachers recognise the need to provide suitable lessons to meet the needs of all students. However, in the majority of lessons, students' learning activities are not sufficiently adjusted to meet the needs of students with SEND and those identified as being gifted and/or talented. Consequently, most students do not make the expected levels of progress.
- In lessons, a large majority of students do not make sufficient progress against the learning objective. Progress against individual learning targets is too slow. More recently electronic systems have been set up to track and monitor students' progress. Data entry into these systems is still limited and it is too soon to be able to analyse trends in progress over time.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school leadership team is committed to ensuring an inclusive school aimed at achieving the school's mission that every child matters and that learning should be fun, innovative, purposeful and challenging. While improvements have been made they are not yet able to achieve these objectives, including ensuring effective provision for students with SEND.
- The principal and vice principal have established a leadership structure, supported significant changes to the curriculum and the re-organisation of the school while continuing to motivate staff. Most leaders have a sound understanding of their subject areas although the use of assessment is developing. The school is increasingly focusing its work on supporting an inclusive environment where all students are valued.
- Relationships are very positive. A growing sense of teamwork is supported by twice weekly after school staff meetings and participation in a range of school committees. While this is enhancing most leaders' skills, they do not always have sufficient time to carry out their work. Roles and responsibilities are not always fully clarified, resulting in inconsistencies in communication.
- The principal and vice principal are aware of the need for further improvement in the school. The middle leadership teams are developing their understanding of the strengths and areas requiring improvement. Leaders show a willingness to develop their skills and to raise academic standards, although the impact of their work has still to lead to consistent improvements in the school.
- Leaders have introduced major changes this academic year, while ensuring continuity of school provision. These are beginning to result in some measurable improvements in aspects of students' learning. School improvements have yet to impact consistently on their academic attainment and progress. The school is addressing the historical issue of over-age students in the school.

School self-evaluation and improvement planning

Weak ↓

- The processes for self-evaluation are underdeveloped. School leaders have yet to ensure a sufficient focus on evaluating the impact of improvement priorities and initiatives. As a result, the quality of improvement planning is inconsistent. The school is at an early stage of using student attainment and progress data to inform its targets for raising student achievement.
- Senior leaders have established a regular system for monitoring teaching. There is an insufficient focus on evaluating the quality of students' learning. This is hindering the school in meeting its priority of developing students' independent learning skills and in ensuring that teachers promote student led learning activities. Teachers are at an early stage of accurately evaluating the quality of their work.
- The school's improvement plan contains appropriate priorities, although there is insufficient detail on the criteria being used to evaluate its impact or how often progress will be assessed and by whom. The lack of a common approach to self-evaluation is restricting the school's ability to accurately evaluate its work. School initiatives often lack goals against which progress can be measured and targets often relate to activities rather than student outcomes.

- The school has improved provision in the FS and is aligning its curriculum to meet the recommendation of the previous report. Professional development is supporting teaching and the school is beginning to gather more accurate information on students' academic progress. These initiatives have yet to meet the needs of all students, including those with SEND, or to consistently result in improvements to students' academic progress.

Partnerships with parents and the community

Acceptable

- Parents are positive about recent improvements in the school. The new parent committee has been very supportive in helping the school improve the quality of English reading resources in the school library. Parents were consulted on recent significant changes to the school. While, parents contribute to school celebrations and events they do not support learning activities in the school.
- Parents are encouraged to visit the school through twice weekly after school 'open days' to discuss any issues of concern. They are accessing lesson activities and information at home about their children's learning through very recently established on-line resources. They are able to discuss their children's progress through formal meetings each term.
- Parents regularly receive information on their children's progress including reports on their attainment. While the written reports are linked to the new curriculum they are often descriptive, or use technical language. They provide limited information on how well students are performing against age expectations or strategies to help parents support their children's learning at home.
- Community links are developing. The school has formed a very helpful link with two high performing schools and this is assisting it in supporting teaching and learning. The school is enhancing students' opportunities to access local community resources. This includes a business studies initiative to link with local industries as part of a developing focus on innovation.

Governance

Acceptable

- Representation on the governing body has increased to reflect two parents and a wider balance of community representation. The governors meet teachers and parents informally and attend regular meetings in the school. Governors do not have a systematic and formal method of gathering parents' views to show how parental input is informing decision making in the school.
- Governors receive regular progress updates from senior leaders. This includes school performance, including action aimed at improving students' attainment. The quality of this information is constrained, however, because of the variability of the school's analysis of students' attainment and progress and inconsistent approaches to self-evaluation. Recent questionnaires are helping to gather student views on the school.
- The governing body has made a strong commitment to improving the school through funding significant changes in staffing, introducing aspects of new technology and supporting the reorganisation of the school. It is increasingly able to hold the school accountable for its actions through developing the influence of its enhanced membership to assist in this process.

Management, staffing, facilities and resources




Acceptable

- Most aspects of the day-to-day running of the school are appropriately organised, supported by an increasing range of appropriately planned procedures. Enhanced systems include CCTV coverage in corridors as well as scanning devices to register staff and students. This is resulting in a consistent recording of student movement on and off the buses and improvements in attendance and student timekeeping.
- The majority of teachers have a teaching qualification. They are benefiting from an enhanced professional development and review programme supported by external providers, in-house peer support and links with two high performing schools. Professional development is increasingly being informed by lesson observation. The input of the few teachers from the UK is helping develop the teaching of the National Curriculum of England.
- The premises are adequate although student numbers are just within the capacity of the building. The FS play area is now covered from the sun. Internet connections has been enhanced. Ten new classrooms have been created and most teachers now have their own classroom. This is supporting punctuality to classrooms and enhanced displays to support learning.
- The library has new English language books to support students' personal reading. Teachers have laptops to assist them in recording student attainment onto a recently installed centralised monitoring system. Every classroom now has a whiteboard and staff are trained on its use. Students have limited access to learning technology, practical science activities and to resources to support personal research.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	39
	2015-2016	103
 Teachers	64	
 Students	223	

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

- All parents who responded to the survey, feel that their children enjoy school and almost all think that the school is well led. Most feel that their children are supported well in class so that they make good progress. A minority of parents do not feel that they are well-informed or involved sufficiently in their children's education.
- Almost all teachers, who responded to the survey, enjoy working in the school. Almost all feel that they know their students' strengths and weaknesses well and are satisfied with the quality of education provided.
- Students who responded to the survey, are less positive about the school. While a majority enjoy being at school, a minority do not think that the school is well-led or that teachers help them to learn independently. Almost half feel that their teachers do not listen to them or that they are treated fairly.
- Most students who responded to the survey, feel that they have good understanding of Islamic values. Most feel safe in the school but a minority are not happy in the school and feel that they have insufficient opportunities to take on leadership roles or contribute to class activities and rules.
- While a majority of students feel that they receive good careers and academic advice, a minority feel that reports on their progress do not tell them how well they are doing or how to improve.

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