"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
ACCEPTABLE
DUBAI
Knowledge المعرفة
INSPECTION REPORT
2017-2018
Grammar School
Celebrating 10 years of inspections
GRAMMAR SCHOOL
UK CURRICULUM

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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
Principal - Date appointed	2/1/2016
Language of instruction	English
Inspection dates	22 to 25 January 2018

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	FS2-Year 12
Number of students on roll	1,214
Number of children in pre-kindergarten	n/a
Number of Emirati students	17
Number of students with SEND	123
Largest nationality group of students	Pakistani

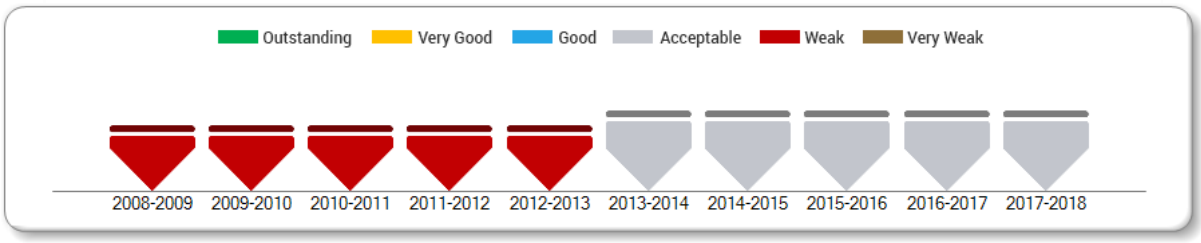
Teachers / Support staff

Number of teachers	67
Largest nationality group of teachers	INDIAN
Number of teaching assistants	12
Teacher-student ratio	1:18
Number of guidance counsellors	2
Teacher turnover	68%, including new posts

Curriculum

Educational permit / Licence	UK
Main curriculum	English National (UK) / IGCSE
External tests and examinations	IGCSE and AS
Accreditation	None
National Agenda benchmark tests	GL

School Journey for Grammar School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Grammar School was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is acceptable**.** The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal and vice-principal have a vision of an improving school that is shared by staff. Parents recognise that the school has improved since the last inspection and value the ability to engage freely with senior leaders. Governors have taken effective steps to enhance the school physical and staff infrastructure.

Students' achievement

Children's achievements in the Foundation Stage are improving and are acceptable overall. Elsewhere there are examples of weak, acceptable and good outcomes. Across the school, progress in Islamic education, Arabic as a first language, English, mathematics and science are at least acceptable. Children in the Foundation Stage have developed good learning skills and those of students at other phases are acceptable.

Students' personal and social development, and their innovation skills

Students' personal development is a strength of the school. At the primary, secondary and post-16 phases, students demonstrate a good understanding of Islamic values and an awareness of Emirati and world cultures. Students require more frequent opportunities to develop their skills in innovation and to be proactive in initiating community projects to enhance their understanding of social responsibility.

Teaching and assessment

Although overall it is acceptable, there are examples of good teaching in most subjects, particularly in the Foundation Stage and the primary phase. In lessons, students' individual learning needs are not always sufficiently met. Teachers' use of assessment data and high-quality questioning is inconsistent. The use of information technology, is also an inconsistent feature of provision.

Curriculum

The curriculum is regularly reviewed and meets the requirements of the English National and Ministry of Education (MoE) curricula. In the upper phases, several new courses have been added. This provides students with a better choice to meet their needs and interests. The curriculum is not sufficiently adapted to meet the needs of all students with different abilities.

The protection, care, guidance and support of students

The arrangements for the protection, care, guidance and support of students at all times, is adequate in most respects. However, insufficient attention is given to the management of risk for students arriving very early, and for those being dropped off from cars and collected outside at the end of the school day. The identification of, and provision for, students with SEND has improved and is now acceptable.

What the school does best

- There are improvements in students' learning outcomes in the lower primary years and in the Foundation Stage; the latter supported by the effective use of new, purpose-built accommodation
- Students' personal development and their knowledge of Islamic values are strong features in the school
- With improved provision for students with special educational needs and disabilities (SEND), the school is increasingly, highly inclusive
- Parents' and students' share positive views about most aspects of the school.

Key recommendations

- Improve students' achievement across all subjects and phases.
- Ensure students experience consistently high-quality teaching that develops their critical thinking skills and is suitably matched to their learning needs; particularly those who require more challenge.
- Through enhanced monitoring, improve self-evaluation to present a more accurate view of the school's performance and to plan more precise, realistic and manageable targets for school improvement.

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

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

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

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

4. Curriculum

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

National Priorities

National Agenda Parameter

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

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

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

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- The school does not meet expectations in the N.A.P. tests in English, mathematics and science.
- The leaders of the school, including governors, recognise the importance of the National Agenda. A recently appointed coordinator has produced a strategic plan and disseminated information to other stakeholders.
- The analysis of data has enabled the school to identify different groups of learners and what their needs may be. As a result, teachers increasingly emphasise the importance of learning styles when planning activities.
- Students' learning skills are improving, in part due to thoughtful, well-informed curricular modifications. There is a greater emphasis on enquiry-based learning, within which students also develop their skills of research and investigation.
- Subject leaders are working with teachers to improve their questioning techniques and to help them to develop challenging activities that promote problem-solving and critical thinking.
- Students are beginning to foster a discerning use of the increased levels of learning technology made available to them. They also realise the importance of perseverance and the value of investigative skills development.

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

Emirati Students

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

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

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

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

- Whilst school leaders have knowledge of individual Emirati students, there is no official coordinator to specifically oversee their achievements. The performance of students is tracked and data are analysed. Overall, Emirati students do not attain as well as their peers, especially in activities requiring high levels of skills in verbal reasoning. Leaders are aware of the need to raise their attainment.
- Overall, Emirati students have positive attitudes to their learning. They contribute appropriately to class and small group activities. Some older Emiratis are represented in the highest attaining group of students and successfully contribute to whole-school cultural and historic celebrations.
- In classes, there is inconsistent, and often insufficient, modification of the curriculum to meet individual learning needs. However, the Emirati students who have special educational needs and / or disabilities (SEND) receive appropriate support and their progress is regularly reviewed.

Moral Education

- Moral education is taught from Year 1 to Year 11 through discrete lessons and assemblies. It is beginning to be integrated into other subjects.
- Teachers have been selected appropriately and supplement the textbooks with additional materials. However, lessons are not always sufficiently personalised to meet the needs of all students.
- Students occasionally draw upon their prior knowledge and understanding when considering new concepts. They participate actively in some parts of lessons.
- Teachers usually assess students' work and a few provide helpful comments on how students can improve their work. The school is only just beginning to report to parents about moral education outcomes.

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

Social Studies

- The UAE social studies programme is taught in Years 1 to 9. Next year the school plans to extend this into Year 10. The curriculum follows the requirements of UAE social studies learning outcomes.
- Teachers' pedagogical skills are variable. Most teachers plan and deliver at least acceptable lessons, but too often, teachers do not adequately develop students' higher order thinking skills.
- Students can carry out basic research tasks. However, they are often unable to accurately interpret their findings in relation to the task. Opportunities to develop students' collaboration skills are limited.
- A range of assessments are used to track students' progress. However, little use is made of this information to adapt teaching or the curriculum.

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

Innovation in Education

- Learning technologies are not effectively embedded in most lessons, across the phases. Students' critical thinking skills are also underdeveloped by teachers.
- Students are involved in developing the school, for example through the activities of the students' council. Students are also given opportunities to serve as prefects.
- Teachers rarely include in their lesson plans opportunities for students to develop their innovative ideas or an entrepreneurial flair.
- The curriculum design does not contribute to the enhancement of innovation skills. The range of extra-curricular activities on offer has not been broadened since the last inspection. The school promotes innovation during the "Innovation week" and the "Mad Science Week"School leaders are keen to explore the potential of innovation in their future planning, although such planning remains at an early stage of development.

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

Main inspection report

1. Students' achievements

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

- In lessons and in recent work, across all phases, most of the students demonstrate skills, knowledge and understanding that are in line with curriculum expectations.
- Students' memorise and recite the Holy Qur'an with confidence and accuracy. Their knowledge of Islamic concepts is well-developed. However, students' application of their learning to real-life situations remains underdeveloped.
- Although students' understanding and referencing of the Holy Qur'an and Hadith are improving, they have insufficient opportunities to develop them to a good level.

For development

- Ensure teachers enable students to link their learning to real life situations and to their own experiences.
- Incorporate more opportunities for students to improve their understanding and referencing of the Holy Qur'an and Hadith.

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

- In lessons and in their recent work, most students attain levels that are in line with MoE curriculum expectations. The primary students make better progress than students in the other phases, and the girls generally achieve better than the boys. Students' demonstrate stronger listening skills than they do other language skills. They can comprehend short and long texts about a variety of topics. They understand, and can use, a range of vocabulary in their speaking. Their free-writing skills and application of grammar rules in pieces of extended writing are less well-developed.
- The school has improved students' reading skills by giving them more opportunities to read texts of differing lengths and to identify the main ideas and supporting details. However, students' use of language is mostly limited to controlled and guided practice.

For development

- Provide more opportunities for extended free writing.
- Ensure that students are able to use grammar rules correctly.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable

- Less than three quarters of students attain the expected levels of MoE curriculum standards. The girls' achievement is better than that of the boys, and progress made by the students in the primary phase is stronger than it is in the other phases.
- The students' listening skills are mostly secure. With teacher assistance, they can also read and understand short texts about common topics such as food, family and daily routines. Their speaking skills are limited to single words and very short responses. Free-writing skills are underdeveloped.
- Teachers are beginning to provide more opportunities for students to practise using language in real-life situations. However, most of the tasks are restricted to closely controlled or guided activities.

For development

- Improve students' writing and speaking skills by providing more planned and open practice opportunities.

		Foundation Stage	Primary	Secondary	Post-16
English	Attainment	Acceptable	Acceptable ↑	Weak	Not applicable
	Progress	Acceptable	Acceptable	Acceptable	Not applicable

- Internal and external assessment information indicates that most students reach the expected levels of attainment in the Foundation Stage and primary phase.
- In lessons, most students make adequate gains in knowledge, skills and understanding, as measured against the learning objectives. The development of reading, including that of higher level reading skills, is less consistent in quality. Most groups of students, including students with special educational needs, make the expected progress.
- Improvements have been made in the Foundation Stage, with speaking and listening skills developing well. In the primary phase, students exhibit better reading and writing skills. In the secondary phase, students' writing skills remain underdeveloped.

For development

- In all phases, improve students' interest in reading, and in developing their reading skills, by reviewing the reading policy and practice.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics	Attainment	Acceptable	Acceptable ↑	Weak	Weak
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable

- Students in the Foundation Stage and lower primary phase demonstrate competence in number and data presentation. Secondary and post-16 students are developing their mathematical skills, but too many are not challenged sufficiently enough for them to reach an expected level.
- In the Foundation Stage, children use objects effectively to compute and solve problems. Primary students develop mental agility when working on their multiplication tables. Most senior students make progress in line with expectation and although attainment is typically behind age-related expectations, they begin to work with increasing confidence and to solve problems with reasonable accuracy.
- Foundation Stage children continue to progress as expected in lessons and over time. Primary students show a consistency of progress applying their mathematical knowledge. However, over time, the secondary and post-16 students do not show the same consistency of performance.

For development

- Increase the level of challenge appropriate to the needs of students, encouraging them to take greater ownership of their attainment.

		Foundation Stage	Primary	Secondary	Post-16
Science	Attainment	Acceptable ↑	Weak	Weak	Weak
	Progress	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable

- Students' attainment is below expected levels across the school, except in the Foundation Stage where children's attainment is at the expected level. Students' understanding of core scientific concepts, theories and facts are not well developed.
- Foundation Stage students can order pictures correctly to demonstrate a life cycle. Lower primary students' investigation skills and secondary students' research skills are developing. The students' abilities in investigative science; making predictions, forming hypotheses, and drawing valid, well-explained conclusions, are still emerging.
- Well-structured, free-flow play activities in the outdoors have a positive impact on children's learning in the Foundation Stage. Across the school, the use of tablets enhances students' research skills in some classes. However, learning technology is not used effectively.

For development

- Make more effective use of learning technology to enhance students' research and critical thinking skills, including data analysis, evaluation of evidence, recording and reporting, and to develop their scientific knowledge.
- Involve students in more structured, student-led investigations that are not over-guided by teachers.

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

- Foundation Stage children are developing good levels of independence and can make informed choices about activities and resources. However, these are not consistent features of lessons in the primary and secondary phases. Here, most students are still too reliant on their teachers for direction.
- Across the school, most students are engaged in classroom discussions that focus on answering close-ended questions. Critical thinking skills are not well developed. Students are developing simple research skills in most classes.
- Most primary and secondary students do not exploit learning technologies effectively to innovate and to create projects that reflect their understanding of the content. Most Foundation Stage children respond well to the challenges and opportunities offered to them by the new building.

For development

- Plan activities that enable students to be independent learners, and to use learning technologies effectively.
- Articulate a clear and common understanding of critical thinking and plan to improve students' skills in this area.

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

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

- ·Across the school, students display responsible attitudes and respond positively to critical feedback from their teachers. Students are aware of what makes for healthy living. However, many of them still make unhealthy choices in what they eat at break-time and lunch-time.
- Notable strengths are students' good behaviour and relationships across the phases, particularly in the Foundation Stage. Students are respectful, friendly and willing to help each other in lessons and at break times. Bullying is rare in the school.
- Students' attendance has improved and is good, as is their punctuality, at the start of the school day and to lessons. Lateness to some lessons is mostly due to moving to specialist subject classrooms.

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

- Students exhibit a clear understanding of Islamic values and their relevance to life in Dubai. They are knowledgeable and respectful of the heritage and culture of the UAE and can clearly explain how the UAE has evolved into a unified modern country.
- Students appreciate and celebrate their own cultures. They have a good knowledge of cultural diversity, including music, art and literature from around the world. They are aware of common elements in different cultures.
- School activities have a positive influence upon students' knowledge and understanding of the impact of Islamic values on their lives, their appreciation for UAE culture and heritage, and their respect for other cultures.

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

- Across the school, students are aware of their roles and responsibilities as members of their school and of the wider community. They participate actively in school events. However, their contribution to, and engagement with, the local community are more limited.
- At all phases, students enjoy their work and most of them are happy to contribute to the school activities and projects. Senior students seldom initiate projects because they tend to be reliant on the school to direct them. Innovation is limited.
- This year, the student council and prefects are contributing more positively to the life of the school by helping other students and by organising some school events. The "Green Team" has a positive impact on students' environmental awareness, including the need to take care of their school environment.

For development

- Ensure that all students make more consistently healthy eating choices both in and out of the school.
- Provide more opportunities for Foundation Stage children to be involved in different activities to enhance their knowledge and understanding of the UAE heritage and culture, alongside international cultures.
- Increase students' opportunities to become involved in voluntary work in the local community and develop their enterprise, entrepreneurship and innovation skills.

3. Teaching and assessment

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

- In lessons, teachers provide students with some opportunities for reflection, dialogue and debate. However, most questions focus on knowledge retention and understanding; teachers rarely ask questions to promote higher order thinking skills.
- Most teachers have a secure knowledge of their subject. Lesson plans are in place across all subjects. Students' different ability levels are identified, but the planned activities are not always delivered in practice to meet the needs of all students.
- The introduction of learning technology is beginning to improve students' research skills. However, lesson plans do not sufficiently focus on enhancing students' independence, analytical and evaluation skills.

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

- Foundation Stage assessment systems accurately record children's development against the Early Years Foundation Stage benchmarks. A target tracker is used elsewhere in the school to record students' progress. Regular internal assessments check students' performance, and outcomes are compared with international standards through GL progress tests, cognitive ability tests (CAT 4) and recognised external examinations.
- The range of assessment data and the depth of analysis by staff, are beginning to have a positive influence on curriculum and lesson planning. The needs of all students are not being met because consistent implementation of modifications to the curriculum and planning is not fully embedded.
- Although teachers know their students well, there is too often an insufficient level of challenge in the work that they set. Teachers do not always robustly follow the marking and feedback policy.

For development

- Raise teachers' expectations of students' learning through the introduction of questioning strategies, and through learning activities that stimulate effective collaboration, critical thinking, analysis and problem-solving skills.
- Make full use of the assessment information now available in the school to challenge and support all groups of students, whatever their learning needs.

4. Curriculum

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

- The curriculum is reasonably broad and balanced. It mainly follows the requirements of the schools' authorised curriculum and UAE statutory requirements. New subjects have been added, increasing choice for students.
- The curriculum is planned so that there is clear and adequate progression in most key subjects. It meets the needs of a large majority of students. The curricular options provide older students with some choices that develop their interests and aspirations.
- Some cross-curricular links are planned, but these do not always, effectively facilitate students' transfer of learning across different subjects. The school conducts periodic reviews and develops its curriculum to ensure adequate provision in most subjects.

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

- Except in the Foundation Stage, the school makes few modifications to the curriculum, and the needs of more than one group of students are not being fully met. Any modifications that are planned, lack the precision to meet the needs of low and high achievers.
- There are insufficient opportunities in the curriculum to promote students' enterprise, innovation, creativity or social contribution. There is a limited range of extra-curricular activities and community links.
- Opportunities are seldom sought to plan synergic, cross-curricular links in lessons that could increase coherence across different subjects and improve learners' motivation. In lessons and other activities, opportunities are sometimes missed for students to develop their knowledge, understanding and appreciation of the UAE's culture, heritage and society.
- Arabic is offered as an option three times a week in the Foundation Stage.

For development

- Strengthen the curriculum adaptation to ensure there is coherence between the different levels of planning.
- Increase teachers' capacity to use lesson plans flexibility, taking greater account of the different learning profiles of their students.

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 good child protection and safeguarding policies and procedures in place, including the prevention of cyber bullying and the safe use of social media. All staff are fully and suitably trained. Students, across the school report that they feel safe and well-cared for.
- The arrangements for students who arrive and depart via a fleet of new buses are very good. However, concerns persist for the safety of students who arrive and depart by car, due to congestion outside the school grounds, and for the wellbeing of students who arrive long before the start of the school day and have to wait outside the school gates.
- The medical staff provide a high quality of care for students. The school reacts promptly to identified maintenance needs, but greater rigour is required in conducting daily checks and in maintaining written logs.

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

- Staff know the students well and student-teacher relationships are positive. A respectful and co-operative atmosphere is evident across the school. Students follow and consistently adhere to the school's behavioural expectations. The school has efficient systems to monitor attendance and punctuality.
- Since the last inspection, the identification of students with special educational needs and disabilities (SEND) has improved. More students who are gifted and talented have been identified. Older students receive appropriate information and support regarding course options and career guidance.
- The overall quality of care and support has been maintained, although the provision for students who are gifted and talented, and for those with SEND, remains inconsistent. School counsellors and clinic staff provide individual support for students' personal and physical wellbeing.

For development

- Review the procedures for students' arrival to school, particularly those arriving early, to ensure their safety.
- Improve the quality of support in lessons for more-able students, and those with SEND, by ensuring tasks are better matched to their individual learning needs.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Acceptable ↑

- This is an inclusive school. Governors have significantly improved the resources available to support students with special educational needs and disabilities (SEND). Additional staff, led by the experienced Inclusion Champion, provide effective support through withdrawal from classes as well as in class.
- The identification of students with SEND is effective. Systems are thorough and the inclusion department assess and now support, many more students. A range of assessment information is considered, including reports from external specialists.
- Most parents are positive about their partnership with the school. They say they are regularly consulted and support for them is improving. They value the helpful advice they receive from the inclusion team staff. Some parents would like more notice of future curriculum topics to prepare for, and support their children's learning.
- Detailed records of students' academic and personal development are kept. Individual education plans (IEPs) are shared with parents and include individual goals to overcome barriers to learning. Progress towards these goals is regularly assessed. Some goals are too general and do not contain short, measurable steps to assist staff and parents in monitoring students' progress.
- Overall, students' progress is acceptable. When students are withdrawn to work in the inclusion unit, or are individually supported in classes, rates of progress improve. Progress is slower where teachers take insufficient account of the individual education plans and students' prior learning. The level of challenge provided for gifted and talented students is variable and does not always fully meet their individual needs.

For development

- Enable more consistent progress in students' learning, by ensuring teachers take greater account of students' individual education plans, prior learning and individual needs when planning lessons.
- Ensure goals in all individual education plans have shorter, measurable steps in order to evaluate progress more accurately over time.

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

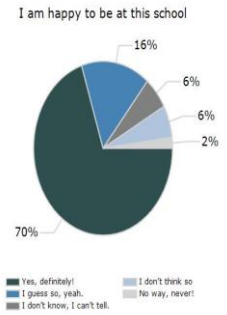
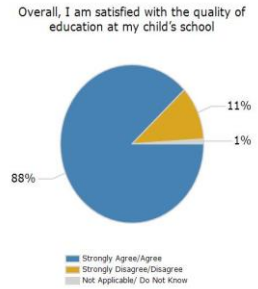
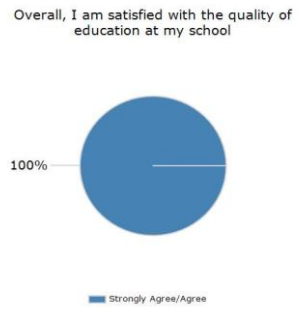
- The principal and vice-principal work closely together to form an effective team. They provide a strong vision for the school. Staff morale and relationships are positive. The school has an inclusive ethos and a new coordinator is improving provision for students with SEND. A recently appointed head of the primary phase, and new middle leaders, have not had time to have a full impact on the work of the school. Nevertheless, as a result of changes made, there have been several improvements since the last inspection and there is capacity to continue to move the school forward.
- The school is committed to self-evaluation, but senior and middle leaders do not have an accurate picture of the school's performance. Detailed improvement and action plans are in place, but are not sufficiently realistic or manageable. Improving students' learning outcomes across all subjects and phases is a continuing priority.
- Appropriate steps are taken to engage parents in their children's learning and to communicate with them, through home-school diaries, progress reports, parent-teacher meetings and a parents' council. Students' progress reports do not provide information on students' next steps in learning. There are some links with other schools and the community, but these are limited.
- Governors have invested in the school and have begun to improve both the quality of leadership, teaching capacity, the provision for school transport, Foundation Stage facilities, and students' access to technology. However, governors do not have an accurate view of the work of the school, and they do not hold leaders to account for the school's performance.
- The school's daily routines are orderly and well-managed and teaching resources are adequate. New staff have been appointed but many are still coming to terms with delivering the English National Curriculum. Staff have good access to professional development, but this must be appropriately focused and not onerous.

For development

- Senior and middle leaders, should:
- work closely with all teachers to establish an accurate evaluation of students' current achievements and identify what needs to be done next to improve this
- provide targeted professional development to improve the quality of teaching
- involve students and parents in the process of school improvement
- implement realistic and manageable plans
- assess and regularly monitor outcomes.

The views of parents, teachers and senior students

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

Students No. of responses = 64	Parents No. of responses = 154	Teachers No. of responses = 74
		

Students	• Most students who responded to the survey feel safe in the school and say they have good opportunities to use technology to support their learning. They believe that they have a good understanding of the importance of Islamic values in Dubai. A minority recognise that they could do more to eat healthily at school, and want more opportunities to develop their leadership skills and participate in extra-curricular activities. These features were also identified by the inspection team.
Parents	• Most parents who responded to the survey are satisfied with the quality of education at the school and believe that their children are happy at school, are making good progress and that the school is well led. Almost all feel that their children are kept safe at school and on school transport. A minority feel that the school could do more to improve careers and academic guidance, and should offer their children more opportunities to engage in extra-curricular activities.
Teachers	• All teachers who responded to the survey enjoy working in the school and feel that the school delivers a good quality of education. Almost all feel that they know their students' strengths and weaknesses, and that students are respectful to adults and behave well. Inspectors found the climate and morale in school to be mostly positive.

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