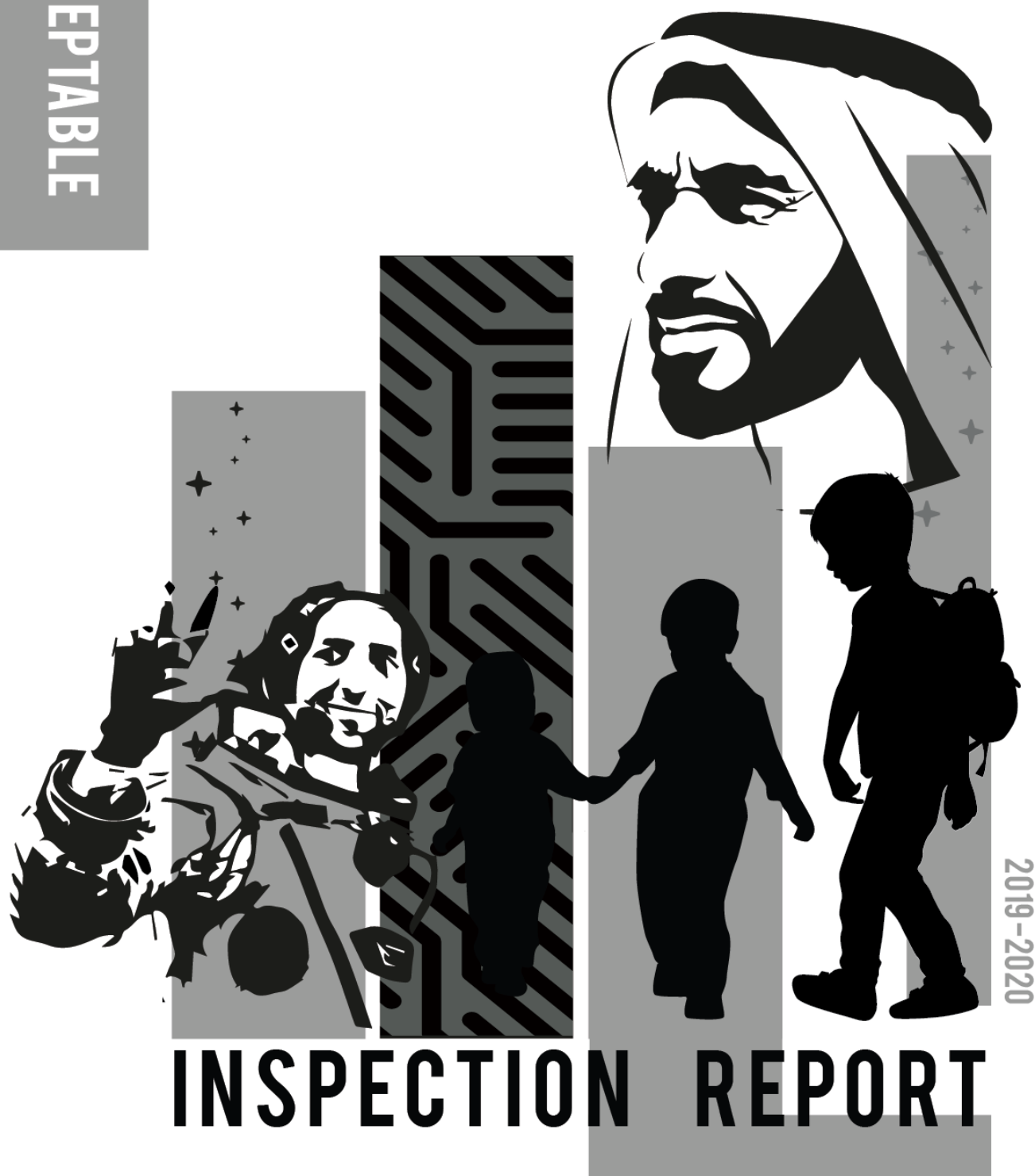


ACCEPTABLE



2019-2020



























INSPECTION REPORT

UK CURRICULUM

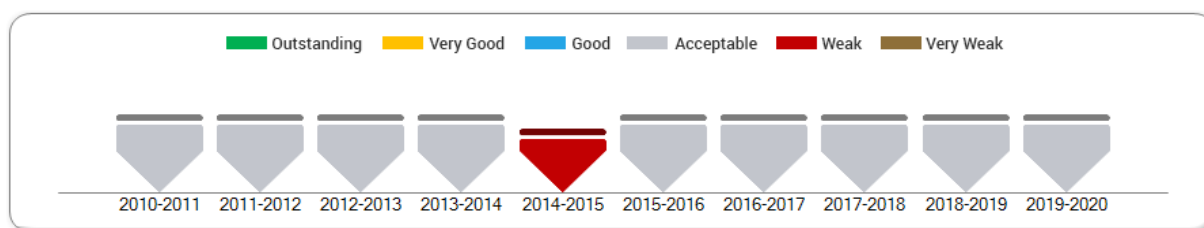
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1989
	 Website	www.alsadiqschool.com/
	 Telephone	97142634083
	 Principal	Sadia Wajid
	 Principal - Date appointed	8/1/2018
	 Language of Instruction	English
	 Inspection Dates	25 to 28 November 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 16
	 Grades or year groups	FS2 to Year 11
	 Number of students on roll	1909
	 Number of Emirati students	31
	 Number of students of determination	121
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	156
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	27
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	32%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE
	 Accreditation	CIE
	 National Agenda Benchmark Tests	GL, CAT 4

School Journey for AL SADIQ ISLAMIC ENGLISH SCHOOL



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes	<ul style="list-style-type: none"> Improvement in achievement in English, mathematics and science is occurring although overall achievement varies between acceptable and good and is phase-dependent. Progress and attainment in Islamic education and Arabic are broadly acceptable, as is attainment in UAE social studies. Students' learning skills have improved to a good standard at the Foundation Stage (FS) and secondary phase, while they remain acceptable in the primary phase. Students behave very well and they have positive attitudes towards their work, their peers. They display social responsibility, particularly in FS and secondary phase. However, some boys in the primary phase are too easily distracted at times. Overall, students appreciate the values of Islam and Emirati culture and heritage. Their knowledge of other world cultures, however, is more limited and their skills of innovation are emerging.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching for effective learning varies significantly from weak to good but remains acceptable overall. Higher quality lessons are more commonly seen in the secondary phase. Although the school's systems for assessment are effective, teachers do not use assessment data sufficiently well when matching tasks to the learning needs of different groups. Staff have worked to improve the curriculum, with success evident in the primary and secondary phases, where the quality is now in line with that in FS. The understanding and appreciation of UAE culture is given due attention but learning and innovation skills are not fully developed. Modifications to the curriculum to meet the learning needs of all groups of students is only of an acceptable standard. The school's arrangements for promoting health and ensuring safety have been improved and are implemented well. Staff are working with parents to reduce potential hazards when drivers collect students in private cars at the end of the school day. Although students are cared for and supported effectively, systems to identify barriers to learning are not always timely, with provision for students of determination remaining acceptable.
Leadership and management	<ul style="list-style-type: none"> Improvements have been made regarding the effectiveness of leadership with staff better supported and held to account. Governors and leaders collaborate more effectively to evaluate the work of the school, but a large minority of key judgements are overly ambitious, especially in relation to evaluations of teaching and student outcomes. Partnerships are positive features of the school's work, but the management of staffing, facilities and resources remain adequate.

The Best Features of The School:

- Improvements in students' progress or attainment to a good level in English, mathematics and science at various phases in the school
- Students' behaviour and their positive attitudes towards others and to their work, particularly in FS and in the secondary phase.
- The school's arrangements for promoting health and safety for all stakeholders.
- An effective partnership between governors and senior leaders which is building successful leadership roles and fostering improvements in student learning outcomes.








Key Recommendations:

- Accelerate students' progress, particularly where it is only acceptable, by using time and resources more efficiently in lessons and setting higher expectations of what students can achieve.
- Use assessment data more consistently in planning and delivering lessons which match the challenge in tasks and activities to the learning needs of all groups of students.
- Urgently identify barriers to learning and support students of determination more effectively to ensure that they make the best progress possible.
- Work with governance to sharpen the school's self-evaluation judgements, particularly when judging the quality of teaching for effective learning and the attainment and progress of students.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Good ↑	Acceptable	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
 Science	Attainment	Acceptable	Good ↑	Good
	Progress	Acceptable	Good ↑	Good
 UAE Social Studies	Attainment		Acceptable	

	Foundation Stage	Primary	Secondary
Learning skills	Good ↑	Acceptable	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Acceptable	Good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good ↑	Good ↑
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the 2019-2020 academic year.

The school's progression in international assessments **is above expectations.**

- Data indicate very strong performance in the Trends in International Mathematics and Science Study (TIMSS) international tests. The most recent, 2017 PISA based test for schools (PBTS) also signalled exceptional progression in mathematics, science and reading. Attainment in National Agenda Parameter (N.A.P). tests in 2019 improved to good in English and mathematics and to very good in science. Achievement in these tests, in relation to measured potential in CAT4, is outstanding in English, mathematics and science. Since the last inspection, the school has offered students additional opportunities to develop their critical thinking skills.

The impact of leadership **meets expectations.**

- The National Agenda improvement plan addresses the recommendations from the N.A.P benchmark reports. However, progress towards meeting the set targets are not always reviewed regularly enough to ensure that the school is making the expected progress. Most leaders ensure that teachers make some use CAT4 cognitive development information, although its effective use is not a consistent feature across subjects and phases.

The impact on learning **is approaching expectations.**

- School leaders and teachers create opportunities for students to develop their skills in critical thinking by using an increasing range of techniques to generate their own ideas, with teacher guidance. Students are beginning to carry out simple, independent enquiries and research. Limited student access to digital technologies is hampering their acquisition of skills to support this drive.

Overall, the school's progression towards achieving the UAE National Agenda targets meets expectations.

For Development:

- Ensure all students develop their thinking skills through integrated opportunities for reasoning, problem-solving and decision-making.
- Facilitate greater student access to digital technologies, particularly those in primary phase, to ensure the acceleration of independent enquiry and research skills.

Moral Education

- A range of subject teachers and the school counsellor deliver MEP lessons as there are currently no specialist teachers. Lessons are appropriately based on the set textbooks. Relationships are positive in lessons, but the content is neither sufficiently personalised nor challenging.
- Assessment of students' attainment in MEP is based largely on the assessment of project work and individual folders from Year 3 onwards. A grade for this and for student effort is provided in reports to parents. There are currently no baseline tests from which to measure progress.
- The curriculum is mapped appropriately to address all key concepts through weekly standalone lessons. Most students recognise that what they learn can be put into practice to make them better citizens, but some older students are not challenged enough in lessons.

The school's implementation of the moral education programme is below expectations.

For Development:

- Ensure lessons are delivered by teachers selected for their appropriate knowledge and expertise.
- Provide more challenge in lessons; in particular for older students.
- Provide a valid and more robust means of measuring students' attainment and progress.

Reading Across the Curriculum

- The analysis of reading data indicates that English literacy levels are beginning to rise due to numerous strategies provided by the school. Digital reading resources in Arabic and English, and improvements to the library are increasing students' motivation to read on a more regular basis.
- A reading coach has been employed to work with identified students from Years 4 to 6. Opportunities for weekly guided reading up to Year 6 are beginning to reinforce the importance of reading for pleasure.
- Parental workshops support home school reading partnerships. Reading clubs in Arabic and English are popular and some students have even initiated their own break-time reading club.
- A commitment to enhancing resources to for reading is evident and leaders have included a section on the monitoring of teaching to evaluate the expectations of reading instruction in the classroom.

The school's provision, leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Implement classroom routines that support students' literacy development in all subjects.
- Enhance reading skills by providing more active opportunities to improve the use of oral language and vocabulary.

Innovation

- Students do not have regular opportunities in lessons to be innovative. This limits their creativity.
- Extra-curricular activities offer students some opportunities to complement the innovation skills they acquire in lessons. Some primary students recently showed initiative in starting a book club.
- Not all teachers are creative in using technology to develop students' innovation skills, limiting their development.
- Enterprise activities are beginning to be offered. These support student's innovation. Other developments include Emirati students acting as ambassadors and sharing the traditions of their country with their peers.
- In partnership with governors, senior leaders are beginning to promote innovative approaches within staff development training. The impact of these changes is emerging.

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

For Development:

- Provide students with more opportunities to be innovative in activities and lessons.
- Support teachers to be innovative in their approaches to teaching and learning and develop students' creativity.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- In lessons and recent work, most students demonstrate knowledge and understanding which are in line with the Ministry of Education (MoE) curriculum standards in Islamic education. Students in the secondary phase make more rapid progress in all skills than those in the primary phase. Girls generally achieve better than boys.
- In the primary phase, most students demonstrate a secure knowledge and understanding of Islamic values, morals and the Pillars of Islam. In the secondary phase, students confidently apply Islamic principles to aspects of their lives. However, their skills in their Holy Qur'an memorisation, understanding and recitation, remains underdeveloped.
- Students in the secondary phase are developing a secure knowledge of Islamic laws and connections to real life. However, progress in understanding the verses and applying the rules of recitation independently is slower, especially in the primary phase.

For Development:

- Ensure that all students have a stronger understanding of Hadeeth and Seerah and provide more opportunities for recitation and memorisation of the Holy Qur'an.
- Provide assessments which more accurately measure students' levels of attainment and use them to target the learning needs of all students.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Girls have stronger language skills than boys, especially in the secondary phase. They apply their knowledge of grammar and speak confidently with good pronunciation and accurate intonation. Boys can answer predicted questions, act out dialogues, and read texts of reasonable length, with expression.
- Primary students have developed adequate listening skills. They respond appropriately, in short phrases, to direct questions during conversations around familiar contexts. They are able to identify the main points, specific details and personal opinions, in written texts from various contexts. Students' writing skills need further development.
- Additional language resources and improvement in teaching practices leads to improvements in the language skills of students. However, in each phase, most students make only the expected progress and demonstrate language skills that are in line with curriculum standards.

For Development:

- Improve students' written skills across the phases by challenging their responses and setting higher expectations in lessons.
- Improve listening skills, particularly in the primary phase.
- Improve boys' attainment to that of girls.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In both phases, most students are making expected progress in their acquisition of most language skills. The progress of girls in the secondary phase is stronger than that of the boys. Oral and extended writing skills remain underdeveloped.
- The school's internal data reflect high levels of attainment, while lesson observations and work scrutiny show that most students' attainment, across both phases, is in line with curriculum standards.
- The provision of extra reading resources, and improvements in teaching and the effective use of assessment are resulting in stronger reading skills development, with listening being the most developed skill.

For Development:

- Develop students' Arabic oral and writing skills across the school.
- Ensure that assessments cover all aspects of the language pitched at the appropriate standards.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Good ↑

- In the FS, most children develop language skills that are in line with curriculum standards. In the primary phase students make acceptable progress. Students develop confidence in spelling and grammar. Secondary phase students analyse text for different audiences with confidence. Their debating skills are strong as demonstrated in the Model UN sessions.
- Although improving, reading and speaking skills remain underdeveloped across the primary phase. More opportunities for debating and presenting research projects is supporting the development of stronger speaking skills for older students.
- New initiatives such as, dramatic reading, daily grammar skills, and activities to improve writing skills, are showing an emerging impact across the school. Secondary students are well prepared for examinations, with a majority gaining very strong passes in IGCSE over the last three years.

For Development:

- Provide more opportunities for active learning and roleplay in the primary phase to encourage the development of students' speaking and listening skills.
- Enhance students' reading skills especially in the primary phase.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good ↑	Acceptable	Good ↑
Progress	Good ↑	Good ↑	Good ↑

- A majority of students across all phases are making better than expected progress. Results in international benchmarking tests in the primary and secondary phases are positive, though IGCSE performance in June 2019 was disappointingly low. In the primary phase, students' attainment in lessons is currently not as strong as their performance in external tests.
- Most children in the FS can count to 10 and beyond and write the numerals legibly. Some can solve problems such as dividing 10 beads between five friends. Primary phase students' skills of reasoning and problem-solving are more limited.
- The school has identified and is working on developing the mental mathematics skills of primary students and providing all students with more exposure to problem-solving activities that relate to real life situations

For Development:

- Improve students' attainment particularly in the primary phase, by ensuring that teaching focuses more on learning outcomes, and problem-solving.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good ↑	Good
Progress	Acceptable	Good ↑	Good

- Most children in the FS have expected levels of knowledge and understanding in topics such as, the requirements of for light, water and air for growing plants. As students move throughout the school their knowledge and understanding deepens. A majority of students demonstrate higher than expected attainment in external benchmark tests. A large majority of those that continue to IGCSE achieve above expectations in the sciences.
- A focus on investigative work from FS upwards leads to students developing a stronger, age-appropriate understanding of the scientific method. This is helping to improve their problem-solving abilities.
- Most students across the school, have not developed the same level of skills in researching and analysing information independently or in their application of science concepts to the real world or to unfamiliar situations.

For Development:

- Provide more opportunities for students to improve their independent research skills.
- Improve students' skills in applying their understanding of science to the real world or to unfamiliar situations.

UAE Social Studies

All phases

Attainment

Acceptable

- Most students have knowledge about topics that is in line with curriculum expectations. Their understanding is less well-developed. Across both phases, girls perform better than boys. However, the school's internal assessments results often lack reliability and validity.
- Year 3 students are able to recognise and name the rulers of the seven Emirates. Year 6 students have a rudimentary knowledge about the devastation caused by the bubonic plague in Europe, while Year 10 students show an understanding of the impact of the discovery of oil in the UAE. Overall, students' skills in researching and presenting results are less well-developed than their conceptual knowledge.
- Although the school has worked on improving aspects of the curriculum with some success, the design and use of assessment data has not improved.

For Development:

- Review assessments to include all domains of the subject and use the data to provide appropriate challenge for all groups of students.
- Improve teaching, particularly in the boys' primary phase, so that elevate their levels of achievement.

Learning Skills

Foundation Stage

Primary

Secondary

Learning skills

Good ↑

Acceptable

Good

- Children in the FS enjoy their lessons and are keen to learn. They work well together and rarely need to ask for adult help. In the primary phase, there are some passive learners who are over-dependent on their teachers. Upper phase students have a more mature and positive attitude to learning.
- In science lessons, students collaborate well to develop their investigative skills and apply their learning to the real world. Their critical thinking skills are developing well. This is less so in other subjects, notably Islamic education and Arabic, where group work is not as effective.
- Opportunities for students to be innovative, and to use technology in lessons to do independent research, are not consistent, especially in the primary phase, where access to devices is limiting their opportunities.

For Development:

- Share the best practices seen in science so that students learn more collaboratively, particularly in the primary phase and in Islamic education and the Arabic languages.
- Ensure that students have ready access to technology and opportunities to use it regularly to support their independent research.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Good	Very good

- Students have responsible attitudes to their work and to school. Secondary phase students demonstrate high levels of self-discipline. In the primary phase, boys do not always show high levels of self-discipline, especially when teaching does not fully engage them.
- Bullying is rare. Students enjoy strong relationships with staff and respond well to critical feedback. They are very caring for each other and report that they are supported, valued and safe at school. Most students are aware of the benefits of an active, healthy lifestyle and make sensible food choices.
- Students are keen to attend school and are mostly punctual when arriving at school and to their classes. Attendance is very good and has improved. Staff have been working to improve behaviour in some classes, particularly in primary phase, with some early signs of success.

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

- Across the school, students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They are able to provide examples of how they appreciate the friendship, fairness, and respect promoted by Islam.
- Students have a good understanding of the traditions and culture of the UAE and show respect for them. Their appreciation is evident in their active participation in a number of school activities and celebrations.
- Students demonstrate a good understanding and awareness of their own cultures and show appreciation for a range of other cultures from around the world. However, their awareness and understanding of the breadth of cultural diversity in Dubai, and around the world, are more limited.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Acceptable	Good ↑

- Secondary phase students have more opportunities to lead innovative projects and to support the school and the environment in the wider community. Primary phase students participate in the bake sale, Ramadan fridge, school cleaning, and awareness raising campaigns.
- Across the school students have a positive work ethic. They take care of their own classrooms and the school environment and seek ways to improve it through their participation in the student's council and various clubs. Their initiatives reflect a strong awareness of the environment as well as their social responsibility.
- FS children willingly take on responsible roles in their classes. They have a good appreciation of the wider environmental issues and know about the benefits of re-cycling, as well as the need to save water.

For Development:

- Improve students' awareness of world cultures by involving them in more cultural awareness programmes and researching about other countries and their cultures.
- Create more opportunities for primary phase students to lead their own innovative projects.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers demonstrate secure subject knowledge. However a minority have less understanding of how to ensure effective learning for all. A few, particularly with primary phase boys, do not manage behaviour well enough to ensure effective learning.
- Planning of lessons is broadly consistent, with generic plans for all classes in a year group, usually including activities for students of differing abilities. The implementation of the plans is less effective, but in better lessons teachers personalise plans, using prior knowledge of the students, to meet their needs.
- The school has been working, with some success, to provide good induction and support for new teachers, who form a large minority. Nevertheless, the quality of lessons remains inconsistent. The strongest teaching is most often seen in the secondary phase.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment is rigorous in English, mathematics and science and is aligned to the current National Curriculum for England (NCfE) standards. Internal assessment is less effective in Islamic education, Arabic and UAE social studies. Summative assessment is planned on a half-termly basis to identify progress rates and students for whom expected progress is not being maintained.
- Assessment information is not consistently used to influence teaching and student progress across all core subjects. Teachers' personalisation of lessons is stronger in upper secondary and in science, where students are more regularly engaged in assessment of their own learning.
- The principal and new senior leaders are increasing the reliability of internal assessment systems and structures. The school is now compliant in its adoption of tests for the National Agenda and cognitive ability diagnosis.

For Development:

- Ensure that all teachers secure the appropriate levels of behaviour by effective classroom management strategies and prior knowledge of students to plan challenging lessons.
- Ensure that all teachers analyse student data and obtain accurate information about students' progress in meeting their targets and respond appropriately.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good ↑	Good ↑

- In the primary and secondary phases, the curriculum has been strengthened in most subjects, to ensure it is more effective in developing knowledge, skills and understanding. It is now more closely aligned with the requirements of the National Curriculum for England (NCfE).
- Cross-curricular links are developing, such as with the introduction of project-based learning materials across English, mathematics, science and technology. In Arabic and Islamic education, cross-curricular links are highlighted but developing at a steadier pace. Many subjects are enriched with resources linked to real life experiences.
- In the FS, the curriculum follows an integrated approach and the inclusion of opportunities for outdoor learning enhances learning. In some subjects, data analysis is effectively informing the review and development of the curriculum.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Increasingly, teachers are planning links across the curriculum to Emirati culture and society. This is especially the case in the FS and Islamic education. Regular celebrations provide opportunities for students to perform traditional dances, enjoy local food and develop a deeper understanding of UAE culture.
- An increasing number of extra-curricular activities support students' interests, and their social and personal development. Students of all ages participate in enterprise projects such as, growing and selling vegetables. There are opportunities for students to develop innovation skills in the primary phase curiosity corners and secondary phase science projects.
- Adapting the curriculum to meet the needs of all groups of students has been a key focus. As a result, there is greater evidence of intentions to adjust learning in lesson plans. However, what is planned is not always implemented effectively.
- Arabic is taught to all children in FS 2 once per week for 30 minutes.

For Development:

- Sustain and embed the recent curriculum developments across all subjects.
- Adjust the curriculum so that it consistently meets the needs of all students in lessons.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good ↑	Good ↑

- The school effectively manages health and safety procedures, including those to protect and to safeguard children. Policies on key topics such as cyber security, are reviewed annually and disseminated well. There is a proactive approach to risk identification, with sufficiently regular fire evacuation drills.
- The school environment is safe, secure and well maintained. The clinic staff deal well with day-to-day health matters, securely maintaining medication and detailed records. They promote healthy living actively by monitoring food in the canteen and lunch boxes.
- The supervision of school transportation is very effective, and the school ensures the safe arrival and dispersal of students. However, safety factors still occur when families ignore the school's rules, including walking to the front carpark, where inconsiderate driving can place them at risk.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- Relationships between students and teachers are positive, especially in the FS. Systems for managing students' behaviour have improved and are now more successful, except in some boys' classes in the primary phase. The promotion of attendance and punctuality has been effective.
- Appropriate systems support the accurate identification of students with special educational needs and those who are gifted or talented. The rate at which the school investigates students who may require additional support is obstructed by limited staffing. Teachers are aware of students' individual needs but the planned learning activities do not consistently support rapid progress for all.
- Students' personal development and well-being is promoted, and systematic monitoring of these aspects has started. Students in Year 9 are guided in subject options and careers advice is provided to Year 11 students.

For Development:

- Improve the safety of the front car park and continue to encourage drivers to follow directions from supervisors.
- Identify promptly the learning needs of students and ensure more consistent support for their lessons.
- Improve the behaviour management of boys in primary lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- School leaders and governors create an inclusive ethos and are committed to supporting students of determination. The governor responsible for inclusion regularly visits the school to monitor progress being made in relation to the Inclusive Education Improvement Plan (IEPI) and provision for students.
- Effective systems support the school in appropriately identifying the needs of most students of determination. Formative and summative assessments and teacher referrals help to identify further students who may need support. The time-consuming nature of investigation and diagnosis is challenging for the small inclusion team.
- Communication between school and home is regular, relationships are mostly positive, and parents are beginning to benefit from workshops that help to inform and support them.
- Teachers are familiar with students' needs and most plan lessons to provide support. However, learning activities are not always sufficiently adjusted to support individual needs. As a result, students of determination do not always make as much progress as they could.
- Assessment results and students' work indicate that most students are making expected rates of progress over time. Improved tracking systems are nearing completion and will better support the monitoring of students' attainment and determine more accurately their gains in progress.

For Development:

- Accelerate the identification of students' needs and provide more consistent levels of support to ensure they achieve the maximum levels of progress.
- Monitor more rigorously the progress being made by students of determination in lessons, their work and outcomes.

6. Leadership and management

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

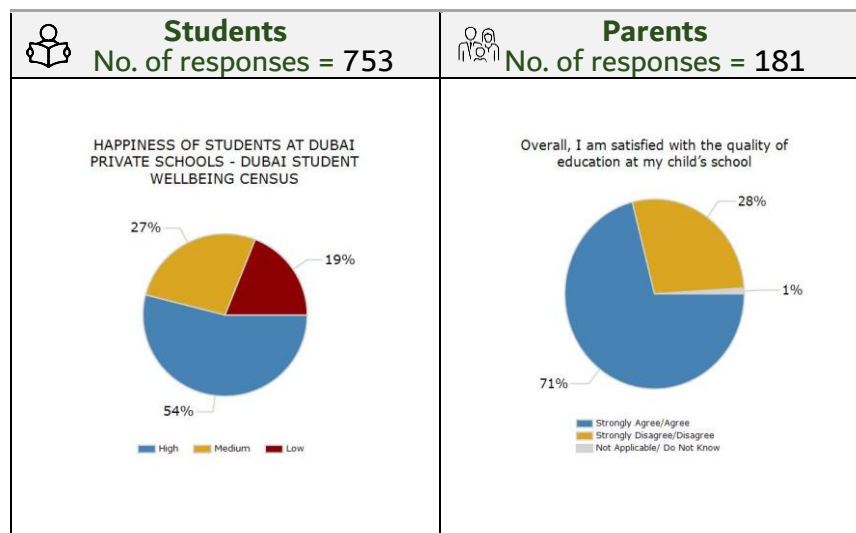
- The principal is now established in post and, with other senior leaders, has ensured that the school's commitment to the UAE National Agenda and inclusion continues. She displays drive and ambition for the school and with her team is providing helpful educational leadership. Almost half of the teachers are new, and senior leaders are working to support them. Accountability is a developing feature, and leaders have ensured that several key aspects of the school's work have improved.
- Leaders employ a wide range of approaches to gathering information and evaluating the school's work. However, some of the school's self-evaluation judgements lack accuracy, particularly in relation to the quality of teaching and students' progress and attainment. The processes for improvement planning are appropriate and have led to a number of key aspects developing to a good level. The recommendations from last year's inspection report concerning teaching and assessment are still relevant.
- Parents are appreciative of the quality of the information they receive from the school. They feel well informed about their child's education and believe they are partners in their academic and personal development. Written reports however, lack adequate information about each child's next steps in learning. The school has developed various beneficial links with local, national and international schools and communities, including support for charities, with students taking the initiative to raise funds.
- The governing body now has an appropriate constitution which accepts the need for parent members and other stakeholders to be represented. There are joint meetings with the board of directors, who also meet school staff on a regular basis to exercise accountability and provide support. Key staff in assessment and inclusion submit weekly reports on their evaluation activities. Appraisal arrangements are being implemented, and a useful set of development programmes are being established to improve teaching and leadership.
- The school runs well, supervision is adequately organised, and most routines and procedures are effective. The school's professional development programmes provide opportunities for teachers to improve their skills in most subjects. However, some teachers do not model good English language proficiency. Resources available in the corridors and other learning areas are not suitable for the number of students using those spaces. Not all students have access to learning technologies to support their learning.



For Development:

- Ensure that internal assessment data in all key subjects cover the appropriate domains of conceptual knowledge, skills and understanding, aligned to curriculum expectations. Use the results to produce more accurate self-evaluation judgements on students' progress and attainment.
- Ensure that school's self-evaluation judgements of the quality of teaching are made against international standards and take full account of the progress made by all groups of students in the lessons observed.

The Views of Parents 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	<ul style="list-style-type: none"> Most students who responded to the survey feel safe in the school. A majority express positive views about the school, including their care, help and respect they are given. This proportion has dropped since the previous survey in 2017. A similar pattern in relation to views on belonging is evident with a majority considering that some, physical, verbal or social bullying still exists. Inspectors found no evidence of regular bullying.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education and feel that their children are safe in the school. Most think that school leaders listen and act upon their views. These views are in line with inspection findings. Only a majority feel that they are involved in school activities, but a large minority have concerns about bullying.

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