

INSPECTION REPORT

2022-2023



THE SCHOOL OF RESEARCH SCIENCE L.L.C

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Warqaa 4
	Opening year of School	1998
	Website	www.srsdubai.ae
	Telephone	97146011011
	Principal	Naseem Sahar Butt
	Principal - Date appointed	1/1/2022
	Language of Instruction	English, Arabic
	Inspection Dates	13 to 17 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	3318
	Number of Emirati students	2547
	Number of students of determination	199
	Largest nationality group of students	Emirati

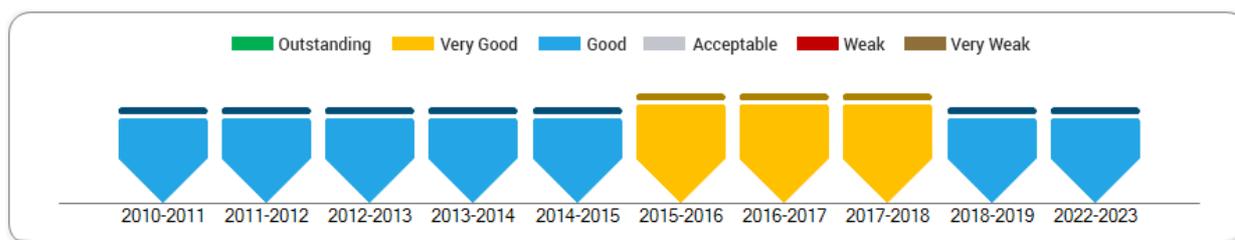
TEACHERS

	Number of teachers	298
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	68
	Teacher-student ratio	1:29
	Number of guidance counsellors	18
	Teacher turnover	36%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, IGSE, AS Level, A Level
	Accreditation	BSO

School Journey for THE SCHOOL OF RESEARCH SCIENCE L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' attainment in Islamic Education and Arabic continues to be a significant strength. Children in Foundation Stage (FS) make better than expected progress given their starting points as learners of English. Students' attainment in English, mathematics, and science in Primary has declined as they have not yet overcome the gaps in their learning developed during the recent pandemic. Students in Secondary and Post-16 generally attain well in external examinations.
- Students are keen to learn and demonstrate caring attitudes towards one another. Most can regulate their own behaviour without the need for adult supervision. The exception to this is some boys in Secondary. Students have an excellent understanding of Islamic values and the importance of demonstrating them in their own lives. Across the school, students are involved in activities that help to develop their enterprise and innovation skills and promote environmental awareness.

PROVISION FOR LEARNERS

- Strong teaching skills are evident in all phases and subjects. In Islamic Education and Arabic, teachers skilfully assessed the impact of learning lost during the pandemic and targeted this in their planning. This has not been as successful in other subjects, especially in the Primary and in lower Secondary. In Post-16, teachers' subject knowledge is central to the effectiveness of teaching and has led to improved outcomes for students, for example, in mathematics.
- In FS, the curriculum challenges children to achieve their best. In Islamic Education and Arabic, the curriculum provides engaging and relevant applications and is adapted successfully to meet students' learning. This is less evident in other subjects. In Primary and Lower Secondary, the curriculum is not adapted to address gaps in students' learning.
- The schools' comprehensive policies, structures, procedures, and staff training ensure students' health, safety, and wellbeing. The premises, facilities and equipment are rigorously maintained and regularly checked. Members of staff develop positive relationships with students, which ensure very effective care and guidance. Provision of careers guidance for students in Post-16 has improved since the previous inspection.

LEADERSHIP AND MANAGEMENT

- Leadership and management are of a variable quality. Leaders have a secure knowledge of the curriculum. They have not used the information from internal and external assessments to identify gaps in learning. The monitoring of teaching concentrates on the implementation of strategies and not enough on how well students are achieving. Governors have yet to hold leaders to account to justify the differences between the analyses of data, self-evaluation, and school effectiveness.

The best features of the school:

- Students' attainment in Islamic Education and Arabic
- Students' outstanding personal development
- The attention given to the wellbeing, care, and support of students
- Procedures for health and safety
- The high-quality facilities and resources for learning

Key recommendations:

- Improve the rate of students' progress and raise levels of attainment in English, mathematics, and science by:
 - rigorously assessing the gaps in students' knowledge and understanding and adapting the curriculum accordingly;
 - planning opportunities for students to apply their knowledge through problem-solving, practical investigation and independent research; and
 - improving students' independent learning skills.
- Improve the systematic use of both internal and external assessment data in the self-evaluation process to increase the understanding of governors and leaders of what needs to be done to address barriers preventing students from achieving higher standards.
- Improve the monitoring of teaching and ensure that there is a more in-depth evaluation of the impact of teaching on students' achievement.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Very good	Very good ↓	Outstanding
	Progress	Not applicable	Outstanding ↑	Outstanding ↑	Outstanding ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Outstanding	Very good	Very good ↑
	Progress	Not applicable	Outstanding	Very good	Very good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Outstanding	Outstanding	Not applicable
	Progress	Not applicable	Outstanding	Outstanding	Not applicable
<p>English</p>	Attainment	Good	Acceptable ↓	Good ↑	Acceptable
	Progress	Very good ↓	Good ↓	Good	Good
<p>Mathematics</p>	Attainment	Good	Acceptable ↓	Good	Good ↑
	Progress	Very good ↓	Good ↓	Good	Very good ↑
<p>Science</p>	Attainment	Good	Acceptable ↓	Good ↓	Good
	Progress	↓ Very good	Good ↓	Good ↓	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Very good ↓	Good ↓	Good	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↓	Good ↓	Good	Very good ↑
Assessment	Outstanding	Very good ↓	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good ↓	Very good	Very good
Curriculum adaptation	Outstanding	Very good ↓	Very good ↓	Good

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

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

6. Leadership and management

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

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

Focus Areas

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.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	meets expectations.

- In the PISA tests the school failed to reach the targets set. However, in the TIMSS tests, in Year 9, the students exceeded their targets by a significant margin in both mathematics and science. In the National Agenda tests, progression was acceptable in English and science but better in mathematics.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- Some leaders understand the skills aligned to the benchmark tests, but not in all subjects. The lack of identification of content gaps is preventing improvement in attainment.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.

- The majority of teachers demonstrates an understanding of the importance of raising the profile of reading and critical thinking in their lessons. Consequently, students often read aloud and are asked to give justifications for any answers they give.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that data analysis targets the specific subject skills in need of further development.
- Ensure that curriculum adaptations are monitored to check that they are having the desired impact on students' achievement.

Wellbeing

The quality of wellbeing provision and outcomes is at a **high level**.

- The school's governing board, principal, and senior leaders demonstrate a strong commitment to wellbeing. Policies and practices underpin their work and provide clear guidance to the whole-school community on its importance. Wellbeing student leaders report on the importance of happiness and health for all in the school. Leaders scrutinise a wealth of data to ensure high-quality wellbeing for everyone across the school. The staff survey resulted in a detailed and well-informed staff action plan.
- The inclusion staff, counsellors, wellbeing staff, and careers officers make up a strong team. They listen to and assist members of the school community needing academic, emotional, or career support. Older students mentor younger ones, and some students take on wellbeing champion roles to listen to the student body. There is a broad range of initiatives to support wellbeing.
- The pastoral curriculum is influential and underpins the wellbeing programme. Modified work provides students of determination with opportunities to develop confidence and collaboration and to achieve personal success. Those with more complex needs are very well cared for by learning support assistants. Students feel safe, develop positive relationships with staff, and are valued at school. They understand the link between a sensible diet, exercise, and good health.

UAE social studies and Moral Education

- Students from Years 1 to 11 spend a minimum of an hour a week in moral, social, and cultural studies (MSC) lessons. In addition, students reflect on moral themes in Islamic Education and Arabic. The programme is largely taught in Arabic with some teaching in English in the lower years. It is rooted securely in the Ministry of Education (MoE) guidance. Subject leaders receive regular MoE and in-school professional training.
- Students enjoy MSC lessons and they participate enthusiastically in debates about moral issues and in learning about the UAE. Teaching is strong and motivates students to think deeply about their lives, where they live and how they should treat others. In Primary, assessment is informal. In Secondary, students take assessed pieces of work home to inform their parents of their progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Very good	Very good ↓	Outstanding
Progress	Not applicable	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students in Post-16 demonstrate a deep and well-developed knowledge in Islamic law. They use appropriate references from The Holy Qur'an, Hadeeth, and Seerah to justify their opinions in discussions and debates. This depth of knowledge, appropriate to their age, is not as evident in other phases.
- In all phases, students rapidly improve their skills and make strong connections with everyday situations. Their recitation and memorisation of The Holy Qur'an are strengths of students' learning.
- The improvements in teaching strategies, assessment processes, and curriculum enrichments, are contributing to students' outstanding progress across the phases.

For Development:

- Deepen the knowledge and understanding of Islamic law to enable students in Secondary and Primary to enable them to justify their opinions clearly.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Outstanding	Very good	Very good ↑
Progress	Not applicable	Outstanding	Very good	Very good

- Internal and external attainment data are accurate and reflect the same attainment levels observed during the inspection. Progress is stronger in Primary due to sustained students' engagement. In Secondary and Post-16, students' skills in analysing rhetorical and metaphorical devices are variable.
- Students read prose texts and poetry fluently and confidently. They analyse texts and infer literal and implicit meaning. Students consistently respond in standard Arabic. Primary students demonstrate high levels of confidence. Students coherently write for different purposes. However, in Secondary and at Post-16, students' citation and referencing skills are still developing.
- Effective and regular monitoring of progress and the modifications of the curriculum are contributing to sustained and high levels of progress in lessons, especially in Primary. The school adopts multiple initiatives to enhance the curriculum to good effect.

For Development:

- Improve students' ability to analyse and use rhetorical and metaphoric language.
-

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Outstanding	Outstanding	Not applicable
Progress	Not applicable	Outstanding	Outstanding	Not applicable

- Internal and external data reflect accurate levels of attainment and progress. In Lower Primary, students make excellent progress in all language skills. In Year 3, students can write three coherent and well-connected paragraphs.
- Students have a good repertoire of vocabulary and in a range of topics. They pronounce and write words correctly. They can give extended information about themselves, their immediate environment and family. They can listen and respond to personal questions. However, their ability to construct a dialogue reflecting everyday situations is sometimes variable. Students in Secondary write narrative, descriptive and abstract texts well, using a range of structures, including the present and past tenses.
- Teachers have high expectations, which leads to handwriting which is clear and has minimal spelling mistakes. Students' workbooks are well organised and neat.

For Development:

- Improve students' ability to construct a dialogue related to everyday situations.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Good ↑	Acceptable
Progress	Very good ↓	Good ↓	Good	Good

- Children in FS make a strong start with early speaking, reading, and writing skills. In Primary, progress slows. Gaps in students' basic skills of grammar, punctuation, and spelling are preventing them from reaching higher levels of attainment.
- In Lower Secondary, some students are not secure writers and require support to develop their writing capacity. In Years 10 and 11, where student numbers decrease significantly, students' rate of progress improves. As a result, the majority of students reaches above expected levels in external English Literature examinations. Only a very small number of students' study English at Post-16.
- The introduction of a specific reading and writing course is beginning to have an impact on improved basic skills in Lower Primary. Throughout Primary, a stronger concentration on extending students' understanding of a wider range of vocabulary is supporting literacy development.

For Development:

- Improve students basic writing skills.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Good	Good ↑
Progress	Very good ↓	Good ↓	Good	Very good ↑

- In FS, a majority of children can count and order numbers 1 to 20 and identify objects in a sequence using ordinal numbers. In Primary, most students make good progress in developing methods related to the arithmetic operations of number. Language difficulties, and weak reasoning skills, delay their ability to investigate and solve problems.
- In the lower secondary years, students make good progress in using inverse operation to check answers and are beginning to solve simple one-step problems. By Year 11, students can answer complex probability questions, apply sine and cosine rules, and show algebraic working when solving equations.
- In Post-16, and the upper secondary classes, where numbers are small, personal support from specialist teachers accelerates students' progress and leads to standards of attainment that are better than expected.

For Development:

- Improve the investigation, reasoning, and problem-solving skills of students in Primary.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Good ↓	Good
Progress	Very good ↓	Good ↓	Good ↓	Very good

- A majority of children in FS use their growing scientific vocabulary to describe accurately what they observe in their world. Students' rates of progress are variable. Progress of the higher attainers is less apparent than that of others.
- Progress in the primary and lower secondary classes is restricted due to a lack of ability to carry out practical investigations independently. At Post-16, students progress at a faster rate in their confidence to evaluate, analyse, synthesise, and justify the reasons for their interpretations.
- The small numbers of year 11 and post -16 students perform well in external examinations. In most year groups, when teachers set high expectations, students make rapid progress and attain at higher levels.

For Development:

- Improve the ability of students in the primary and lower secondary classes to carry out practical investigations and record their findings independently.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↓	Good ↓	Good	Good

- Children in FS are curious and able to sustain focus as they work independently and play. Limited language skills are slowing their progress in developing the ability to articulate their learning. Students from the primary phase onwards are keen to discuss their learning but tend to take less responsibility than children in FS in developing their own learning.
- Students collaborate well to tackle a question or a task. In question-and-answer sessions they generally listen to one another, but seldom challenge or build on the contributions of others.
- Students think critically about issues and debate with enthusiasm. They make clear connections between their learning, between literary texts and stories, and life's moral dilemmas. All students use iPads to research information in a responsible manner.

For Development:

- Improve students' ability to develop as independent learners and to take greater responsibility for moving their own learning forward.
- Improve student's confidence to challenge and build on their contributions.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Very good	Outstanding

- Students demonstrate very positive and responsible attitudes to their learning and to school life. They respond positively to critical feedback from teachers. Students in Secondary, particularly boys, are not self disciplined during breaks. Students willingly take responsibility to contribute to the school and to the wider community.
- Students are sensitive and caring of others' needs. They develop respectful, friendly, and supportive relationships with their fellow students and with members of staff.
- Students are committed to maintaining healthy lifestyles and remaining safe. They usually make wise choices about health and safety. However, some students arrive late in the morning and attendance rates are only acceptable.

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

- Across all phases, students have an excellent appreciation of Islamic values and understand how these values impact on life in the UAE. They know how these standards are applied to their own lives and experiences.
- Students are fully respectful and appreciative of the Emirati culture and heritage. They participate in cultural activities that promote educational understanding. They celebrate national events.
- Students are proud of their own cultures and value other world cultures. They show an awareness of global cultural diversity from around the world, including an appreciation of art and literature. They can speak in detail about Korea, Palestine, the United Kingdom and Saudi Arabia and their unique cultural characteristics.

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

- Students initiate and lead volunteering activities that benefit others. Older students help younger students to read and have recently designed and published a school newsletter. Digital leaders develop videos and applications to support students' learning. Across the school, students engage in fund-raising events for charities.
- Students demonstrate a strong work ethic and develop innovation skills by working on initiatives such as the British Schools of the Middle East (BSME) Art Competition, and Commercial Souks.
- Students are aware of their environmental obligations within and outside the school. They actively support sustainability solutions. They participate in initiatives including the Eco Club, plastic reduction drives and designing clothing made from recycled materials.

For Development:

- Improve boys' behaviour in the secondary phase.
- Improve students' punctuality to school and to lessons.
- Continue to develop students' awareness of global cultural diversity, including art and literature from around the world.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↓	Good ↓	Good	Very good ↑

- The teaching of Islamic Education and Arabic is a key strength of the school. Students in FS, Upper Secondary and Post-16 benefit from skilled teaching where teachers’ subject knowledge is a key strength. Strong teaching skills are also evident in Primary and in the lower secondary classes. However, the overall quality of teaching in these classes is not yet having the impact needed to challenge gaps in students’ learning.
- When teaching is effective, teachers are successful in reducing gaps in students’ knowledge, understanding and skills, as well as covering demanding new learning. Most, but not all, teachers provide students with clear reminders about their work, so that as learning builds, prior skills, and earlier learning are not forgotten.
- The teaching of key vocabulary has improved and is a central part of all lessons. This is beginning to have a positive impact on students’ subject specific knowledge and their understanding.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Very good ↓	Very good	Very good

- In FS, assessment information is recorded in a systematic and organised way, is accurate and up to date. In the other phases, assessment processes are mainly coherent and consistent.
- Most teachers know their students’ strengths and weaknesses but not in sufficient depth to recognise where gaps in prior knowledge are slowing students’ progress.
- Since the previous inspection, improvements in the analysis and use of data, and in Islamic Education and Arabic are impacting significantly on students’ outcomes. Both oral and written feedback to students is developmental and refers them back to their learning.

For Development:

- Improve the rigour of teachers’ assessments to target gaps in students’ learning and increase their rate of progress.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good ↓	Very good	Very good

- The curriculum has a clear rationale. It is broad, balanced and age appropriate. In FS, activities are designed to provide challenge, personalisation, and choice in learning. These strengths are not as consistently evident in other phases.
- In Secondary and Post 16, cross-curricular links are meaningful and generally well planned. They are managed effectively to promote the transfer of learning and to meet national priorities.
- There are regular curriculum reviews to ensure that the curriculum meets the National Curriculum for England (NCfE) and UAE Ministry of Education (MoE) requirements. Curricular options provide older secondary and post-16 students with a narrow range of choices to develop their interest and expectations.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Very good ↓	Very good ↓	Good

- The FS curriculum is very effectively modified to meet the needs of all groups of children through the provision of a wide range of different types of activities and challenges, focusing on each of the key domains of learning. In other phases, the school makes adequate modifications to the curriculum to meet students' needs.
- In the primary and lower secondary phases, gap analysis of the National Agenda Parameter test results is not used effectively to determine specific areas of weakness, or to adapt the curriculum to close identified learning gaps for all students.
- Students are provided with opportunities to participate in a range of enrichment, enterprise and innovation activities, and projects to extend learning. The UAE culture, Islamic values and sustainable goals are woven into lessons.
- Two and a half hours of Arabic are provided in FS1, and five hours in FS2.

For Development:

- Strategically plan for additional courses, including BTEC courses, to enhance the curriculum offering for older students.
- Ensure that the curriculum is successfully adapted by identifying the gaps in students' knowledge, skills, and understanding more skilfully and by providing the required support.

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

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

- Detailed policies, structures, procedures, and staff training underpin the robust protection of students and their health and safety. The school's ethos and the exemplary work of the welfare department encourage students to report any threatening, bullying, or abusive behaviours. There is a high level of coordination between pastoral, academic, and medical teams.
- The school's premises, facilities, and equipment are rigorously maintained and regularly checked and documented. All hazardous materials, machinery and off-campus activities are assessed for risk and carefully managed. School security and transportation arrangements are very safe.
- Students receive extensive life-skills training, spanning healthy lifestyles, and personal rights. Regular surveys provide feedback to staff. Healthy living, nutrition, sporting activities and fitness are consistently promoted throughout the school.

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

- Teachers know all their students as individuals and have built highly-positive relationships based on mutual trust and confidence. Attendance and punctuality are monitored. Unauthorised absence is challenged. Despite this, attendance and punctuality remain no better than acceptable.
- Processes to identify the educational and pastoral needs of students of determination have improved. Individual targets are accurate with successive modifications and support suited to most students including those with complex needs. However, these modifications are not always delivered expertly by all members of staff.
- Highly-committed staff provide personalised advice and guidance, particularly to older students, about health, career choices, and higher education pathways.

For Development:

- Ensure that modifications and support are expertly delivered to maximise the progress for all students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The champion, governor, and head of inclusion lead with commitment. They bring a wealth of experience to the department. Self-evaluation is accurate. In response, the department has created a detailed strategic plan to guide improvement.
- Admission processes are well established and involve the inclusion department to ensure that planned provision matches students' needs. An initial profile is created, and an individual plan is produced. The key barrier to a student's learning, however, is not always clear.
- Parents describe in detail how their children's learning has been supported effectively. They refer to the high-quality inclusion spaces which are suitable for all students and especially those with more complex needs. Open communications with the department are valued.
- Adaptations to the curriculum are evident in class, in small group and in individual work sessions. The effectiveness of these adaptations is not always successful for all students. Termly reviews with the teacher, parents and the head of department are used to reassess how provision might be improved even further.
- Assessment of academic and pastoral progress is regular. Data, work scrutiny, and feedback from staff, provide evidence of good academic and pastoral progress. Students are becoming resilient as they work through a range of pathways in readiness for more challenging work.

For Development:

- Sharpen students' individual plans to ensure that strategies to reduce barriers to learning have priority, with timelines included.

6. Leadership and management

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

- The school's vision is shared by all leaders and demonstrates a commitment to inclusion. Most leaders have a thorough knowledge of the curriculum. Leaders use their knowledge of the best practices in teaching to support all staff, but this has yet to result in consistently high standards of learning in all phases and subjects. Leaders demonstrate an over-optimistic view of the impact of their actions. Too little attention is given to assessment against the school's curriculum standards.
- The analyses of internal and external data are not used accurately to support the self-evaluation process. Although the school has a realistic view of the majority of its key priorities, the reasons for gaps between internal and external data are not fully explored, understood or used to adapt the curriculum. The monitoring of teaching is regular, but not focused rigorously on the impact of teaching on student outcomes. School improvement plans are comprehensive and set high expectations for improvement. However, they have yet to be met. The school has been successful in addressing a few of the recommendations from the previous inspection.
- Parents are supportive of the school. They appreciate the information which they receive. They welcome the opportunities provided to share their concerns and ideas for improvement. Communication between the secondary staff and parents has improved. Reports to parents are regular and innovative with the inclusion of contributions from students, and in providing links to samples of students' work. Community partnerships are effective in enriching and supporting students' achievement in the Arabic medium subjects. This is not as evident in other subjects.
- Representation of most stakeholders is achieved through the gathering of views from members of the extended governing board. Through termly reviews, the executive board gains a detailed knowledge of the school and provides recommendations for improvement. The board has not made full use of all available information to challenge leaders' views of attainment and progress. Consequently, gaps in students' learning continue to create a barrier to raising standards.
- The organisation of the day-to-day life of the school is highly efficient. Sufficient and well-qualified members of staff meet the demands of the curriculum. Staff are well deployed and benefit from regular targeted training. The premises provide a stimulating environment for learning. All resources, including the provision of educational technologies, are of a high quality and consistently used to promote students' achievement.

For Development:

- Increase the consistency and accuracy of the use of internal and external assessment information in the self-evaluation process and analyse the gaps between internal and external data so that sustainable improvement can be achieved.
- Increase the focus on the impact of teaching on students' outcomes.

- Ensure that all members of the governing board make full use of all available information to hold leaders to account
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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 QA.Schools@khda.gov.ae