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

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School information

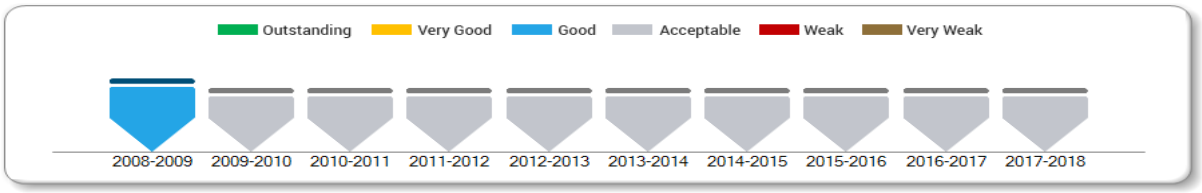
General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1990
Website	www.dubaicarmelschool.com
Telephone	0097142675424
Address	Al Nahda Behind sahara Center.P.O. BOX 89212 Dubai U.A.E
Principal	Alia Abu Younis
Principal - Date appointed	6/1/1990
Language of instruction	English, Arabic
Inspection dates	08 to 11 January 2018

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	882
Number of children in pre-kindergarten	
Number of Emirati students	74
Number of students with SEND	95
Largest nationality group of students	Arab

Teachers / Support staff	
Number of teachers	96
Largest nationality group of teachers	Egyptian
Number of teaching assistants	42
Teacher-student ratio	1:9
Number of guidance counsellors	6
Teacher turnover	19%

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	UK/IGCSE
Accreditation	Cambridge International Education
National Agenda benchmark tests	GL, IBT

School Journey for Dubai Carmel 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

Dubai Carmel School was inspected by DSIB from 08 to 11 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, supported by the governors, has significantly restructured middle and senior leadership of the school. Leaders' roles are clearly defined and opportunities for professional development are being provided through links with other schools. This is resulting in improvements in aspects of self-evaluation. However insufficient collaboration between leaders is hindering the implementation of a shared and strategic vision.

Students' achievement

Student progress has improved to a good level in the secondary phase in Islamic education and is similar to the progress made by students in both the primary and secondary phases in Islamic education and Arabic. Foundation Stage children have maintained their good progress in English and mathematics. Students' attainment remains weak in English and science in the primary school and in English, mathematics and science at the secondary phase.

Students' personal and social development, and their innovation skills

Students' application of Islamic values and awareness of UAE and world cultures remains very good and is outstanding at the Foundation Stage. Their understanding and engagement in environmental activities and social responsibility are more developed than their innovation skills. Students are highly motivated to learn but have limited opportunities to take the initiative.

Teaching and assessment

Teaching has been reorganised to support continuity into Year 1 from Foundation Stage and to emphasise English as a medium of instruction. However, teaching quality remains variable, being more consistently effective at the Foundation Stage, within the SEND unit and in ICT lessons. The school is increasingly gathering and analysing assessments of student performance but the information is used inconsistently to measure students' starting points in learning or in to track their progress.

Curriculum

The curriculum design remains good at the Foundation Stage and acceptable across the other phases. There is an increasing focus on developing project-based approaches to enhance students' innovation skills but insufficient emphasis is being placed on identifying the learning skills being supported. There is an emphasis on cross-curricular links but extra-curricular activities are limited in range.

The protection, care, guidance and support of students

Increasing emphasis is being placed on healthy eating. Arrangements for health and safety and support for students is good across the phases, as is provision for students with SEND. Students' understanding of cyber safety is particularly well developed. There is a strong sense of inclusion. However, there is no dedicated pastoral care counsellor to ensure that all students feel supported.

What the school does best

- The progress of primary and secondary students in Islamic education and in Arabic
- Students' understanding of Islamic values, their relationships and positive work ethic, knowledge of environmental issues and care for their immediate environment
- The high quality and inclusive support provided for students with special educational needs and disabilities reflecting the school's commitment to inclusion

Key recommendations

- Raise attainment levels of all groups of students by;
  - developing the quality of their literacy skills in English;
  - Increasing and improving the opportunities for problem solving and critical thinking skills in mathematics and science;
  - providing targeted support to address areas of weakness in students' learning.
- Improve the quality and use of assessment by:
  - identifying students' age related starting points in learning in the key subjects;
  - enabling all leaders and teachers to measure attainment and progress made by students, in lessons and over time, accurately and consistently;
  - rigorously and systematically analysing the range of data gathered to inform both individual and group performance over time.
- Strengthen school improvement planning by;
  - identifying specific priorities and setting measurable and achievable targets;
  - agreeing more clearly the timescales for completing agreed actions;
  - identifying the intended impact of school plans on raising student achievement;
  - rigorously monitoring the implementation of the plans.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good
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:

- In English, mathematics and science, students' attain levels in National Agenda Parameter (N.A.P.) benchmark tests that indicate levels below expectations.
- The school meets the registration requirements for the National Agenda Parameter
- School leaders, at all levels, are committed to the National Agenda and individual action plans demonstrate that they understand the importance of data analysis.
- The school is beginning to analyse CAT4 and is using this data to identify weaknesses amongst specific groups of students.
- The school is formulating plans to adapt the curriculum in order to meet the skill requirements of the benchmark tests and TIMSS and PISA.
- Teaching strategies are not consistently adjusted across the school. Most classes are teacher lead with only a few examples of child-centred, independent approaches evident.
- Results from N.A.P. tests are in the early stages of being used to identify strategies that will improve students' literacy skills.

Overall, the school's provision for achieving National Agenda targets is below 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

- The school leaders and the governors are committed to raising the achievement of Emirati students. Subject leaders analyse data and are aware of the need to plan activities that develop students' thinking and verbal reasoning skills.
- Emirati students have positive attitudes to their learning. They behave well and cooperate effectively on tasks when given the opportunity. Most communicate their ideas successfully and contribute to class discussions. Some older students are represented in the higher ability sets and have clear ideas as to their future careers.
- The school implements curricular adaptations that support most students appropriately. Students who have SEND receive good support and their progress is carefully tracked. Overall, most students receive acceptable modification of the curriculum but lessons tasks are not sufficiently personalised to fully meet individual learning needs.

Overall the provision to raise the achievements of Emirati students' needs improvement.

Moral Education

- The curriculum follows closely the requirements of the UAE moral education programme (MEP) learning outcomes. It is implemented in Arabic and English with effective engagement and support from families and staff.
- Teachers have strong subject knowledge and ensure that lessons are personalised, differentiated, and engaging with the use of supplemented resources and real life examples.
- Students consistently share their prior knowledge and understanding. They actively collaborate together to explore MEP concepts and apply their understanding to personal, local and global contexts.
- Student learning in the MEP is not formally assessed or reported to parents.

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

Social Studies

- The school's social studies curriculum closely follows UAE requirements and is taught in English and Arabic to develop knowledge and skills for all students.
- Teachers plan appropriate and engaging lessons by providing learning environments that enable most students to be successful learners.
- Students occasionally share their prior knowledge and understanding. They collaborate together and work productively to do basic research and make valid connections to their real world.
- UAE social studies learning outcomes are consistently assessed to inform teaching and curriculum planning and provide appropriate measures of students' progress.

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

Innovation in Education

- Students willingly participate in activities that impact positively on the school and local community and are keen to think innovatively to solve environmental problems.
- When given the opportunity they can make independent decisions. For example, when upper grade students increasingly develop their own innovative projects.
- Teachers do not consistently provide lesson activities which promote creativity, critical thinking and research although some examples are evident in FS and in the teaching of ICT.
- Some opportunities to develop independent, critical and creative thinkers are identified in planning. This initiative is at early stages of development.
- There are leaders of innovation for each phase of the school who are enthusiastically taking forward pilot projects. However, they lack a strategic overview and shared approach to planning and evaluating their impact.

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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable

- Overall, primary students' attainment is above age expectations while secondary and Post-16 students are in line with expected levels. However, the higher attainment levels indicated in internal assessments are not reflected in the students' work in lessons and in their books.
- Primary and secondary students' progress well in their learning when measured against their starting points, while at Post-16 they progress in line with expectations. Girls generally attain at a higher level and make better progress in their learning than boys.
- Most primary students demonstrate a well-developed knowledge of the Pillars of Islam and of famous Muslims. Secondary students' recitation and reading of the Holy Qur'an is stronger than their other skills. Recitation skills is more variable at Post-16. Across the grades non-Arabic students perform less well than their Arabic peers.

For development

- Improve recitation skills of the Holy Qur'an across all phases for non-Arabic Students and for all students in Post-16.

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

- Students attain well in internal and external tests at the primary and secondary phase where a majority work at a level above MOE standards and expectations. Post-16 students are less successful in developing their language skills due to a lack of opportunities to engage in meaningful discussion and reflection.
- Across the primary and secondary phases, students make good progress in their learning, when measured against their initial starting points. A majority of students in the primary and secondary phases show some features of higher order reading skills.
- Students' reading and speaking are stronger than their writing skills. A majority of them communicate their thoughts very well and show strong abilities to comprehend a variety of texts. They are less skilled in writing for different purposes, particularly in the Post-16 phase.

For development

- Develop students' critical thinking by posing open-ended and probing questions in all lessons that allow them to engage in meaningful discussions and reflection.

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

- Students' attainment is in line with curriculum standards. Their listening and speaking skills are generally stronger than their reading and writing skills. Students speak well when interacting with their teachers. They are skilled in reading simple and familiar texts.
- Primary and secondary students make better than expected progress when measured against their starting points. They are responding well to the increased opportunities to participate in daily reading, which in turn is helping them read a wider range of texts.
- Students, particularly at the secondary phase, can read for basic information but are not skilled in fully comprehending the meanings of texts. They do not extend their writing sufficiently and show varying skills in using grammar, punctuation and vocabulary.

For development

- Give students more specific advice on how they can improve their work through sharing expected learning outcomes and by providing them with evaluative written comments.

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

- Children in the KG demonstrate growing confidence in using English for communication. Their reading and writing skills are developing well. Across the primary and secondary phases, students' literacy skills are underdeveloped, which prevents them from making more rapid progress..
- Students' skills in reading across the primary and secondary phases are still developing. They are benefiting from reading age appropriate texts. For the large majority of students reading for inference and understanding a range of genres are underdeveloped skills.
- Writing skills are weak across the school particularly when applied in extended and imaginative writing. The progress of boys in lessons is significantly below that of girls.

For development

- Provide regular opportunities for students to improve reading comprehension and extended writing skills.

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

- By the end of FS, most children can count up to twenty independently. Using practical apparatus, they can add two single-digit numbers broadly in line with curriculum expectations. Many students, in the upper primary phase, progress well when compared with their starting points.
- In the secondary phase students can find perimeter, area and volume. At Post-16, their understanding of algebra and the different types of sequences is improving. However, students' use of mathematical language, critical thinking and reasoning skills are underdeveloped.
- The majority of students in primary and secondary require adult support to solve problems beyond simple tasks. There are insufficient opportunities for students to engage in practical activities which deepen their mathematical understanding and enable them to solve problems.

For development

- Provide frequent opportunities for students to improve their problem solving, critical thinking and extended reasoning skills using mathematical language and the correct vocabulary

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

- Across the primary and secondary phases, national examinations, international standardised test and internal assessments indicate that most students attain levels below curriculum standards. Attainment in the FS, and Post-16 phases, is stronger.
- In lessons and in their recent work, most students across all phases make expected levels of progress against their individual starting points. However, not all, particularly in the primary and secondary phases are able to demonstrate knowledge, skills and understanding at expected levels against curriculum standards.
- Students' abilities to investigate, conduct simple experiments, use apparatus and learning technologies, are not as well developed as other scientific skills. They are acquiring scientific vocabulary, practical laboratory, reporting and presenting skills. However, a lack of problem solving and critical, higher order thinking skills is preventing them attaining at a higher level.

For development

- Provide frequent and regular opportunities for students to develop investigative skills.

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

- In the FS, most children demonstrate independent thinking skills to deepen their conceptual understanding often supported through outdoor learning. In other phases, students' independent thinking skills are insufficiently developed, and they often find it challenging to solve problems for themselves.
- A majority of FS children use technology to develop new knowledge. With the exception of ICT lessons students in other phases are not developing similar skills. Many students are not able to demonstrate age appropriate research and investigative skills.
- Students' critical thinking, problem solving and innovation skills are still developing. Their skills, knowledge and understanding are not confidently applied to new learning contexts. Students make insufficient connections between areas of learning and real world applications.

For development

- Provide regular opportunities in all subjects for students to develop critical thinking, problem solving and research skills through the use of technology.

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

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

- Students show positive and responsible attitudes both inside and outside classes. They are self-reliant and thrive on critical feedback. Students' very positive behaviour supports a safe school environment. They show empathy to the needs and differences of others.
- When given the opportunity students are very willing to take on roles of responsibility such as participating in assemblies, monitoring the behaviour of other students or as members of the student council. However, these opportunities are limited.
- Students demonstrate a good understanding of safe and healthy living. They respond positively to healthy sports activities and engage enthusiastically in activities such as designing healthy meals. Attendance is good and students are punctual to school and lessons.

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

- Students have very good understanding and appreciation of Islamic values. This is reflected in their respect and tolerance for others. In FS, students are highly skilled for their age in explaining how Islamic values relate to their daily lives.
- Students are very respectful and appreciative of UAE heritage and culture. They express their pride by enthusiastically singing the National Anthem and celebrating UAE National and Martyrs' Days. They are exploring healthy methods of cooking traditional Emirati food.
- Students exhibit a deep understanding, awareness and respect of other world cultures. They are proud to live in Dubai with its rich cultural diversity. They are very aware of common elements between cultures.

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

- Students willingly participate in activities that impact positively on the school and local community. For example, they donate gifts to the elderly and sing and act out plays for them. Students also participate in the "Keeping Dubai Clean" campaign.
- Students exhibit a very positive work ethic and understand the value of commitment. When given the opportunity they can make independent decisions. For example, when upper grade students increasingly develop their own innovative projects.
- Students show strong awareness of UAE and world environmental issues. They recommend solutions, such as energy conservation and participate in recycling, and gardening activities. They are conscious of their responsibility towards their school environment and for sustaining a green community.

For development

- Evaluate the pilot projects on innovation and provide students with more opportunities to develop their creativity.
- Provide students in the upper year groups with better opportunities to show their leadership skills and abilities, and in particular by enhancing the role of the student council.

3. Teaching and assessment

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

- Better teaching is evident in the FS, Arabic, Islamic education and ICT. Teachers in those subjects show good subject knowledge and provide appropriate challenge and enrichment activities to extend students' learning. In other subjects, the quality of teaching is variable, particularly in English lessons.
- Lesson planning is inconsistent and plans are not always effectively implemented. In the better lessons, particularly at the FS phase, teachers understand how children learn best, supporting their learning through using a range of approaches to engage and actively involve learners.
- The inclusive school environment ensures that teaching meets the needs of students with special educational needs and disabilities. However, the needs of those who are gifted and talented are not being sufficiently met limiting the development of their critical thinking and communication skills.

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

- Throughout all phases, the school's assessment systems generate information to determine the strengths and weaknesses of individual students. Recently introduced Cognitive Aptitude Tests (CAT 4), and external benchmark testing, is supporting this.
- The analysis and moderation of all assessment data by teachers are in their early stages of development. Overall, assessment information is not used consistently to inform teachers' planning, and personalise students' learning.
- A few students have been given individual achievement targets. Student tracking is in the early stages of development. Class teachers marking generally does not provide information about students' next steps in learning.

For development

- Improve the consistency and quality of teaching by developing teachers' understanding of curriculum expectations and how students learn best.
- Identify and share best practice in teaching, particularly in the delivery of lessons that provide high levels of support and challenge to meet students' varying learning needs.

4. Curriculum

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

- The curriculum is compliant with the MoE and the Cambridge curriculum requirements. Children in the FS enjoy a broad range of learning activities promoting a good balance of knowledge, skills and understanding and preparing them for the primary phase.
- Planned programmes of study across the primary, secondary and Post-16 phases do not always build securely on students' prior learning or reflect their interests and aspirations. The school is at an early stage of supporting the development of higher order learning skills.
- The school's reviews its curriculum regularly to identify adaptations to enhance learning. It lacks sufficiently robust systems to ensure that revisions are delivered effectively and cohesively. There is limited monitoring to ensure that the academic needs of all students are met.

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

- The curriculum is generally adapted to support the needs of students with SEND. However, in the upper phase, the curriculum is not suitably modified, particularly in subjects taught in English, to meet the needs of students who are more able or have gaps in their learning.
- The range of extra-curricular activities to support student learning outside the classroom are limited and irregular. There are only a few opportunities for students to engage in activities promoting enterprise and social contribution skills.
- There are regular planned opportunities for students to develop a strong awareness of and commitment to values based education. For example in English lessons, students are encouraged to consider carefully their contributions to the challenges facing them in 2020 as UAE citizens

For development

- Ensure that teachers modify the curriculum to meet the needs of all learners, particularly those who are more able.
- Improve processes to ensure that planned curriculum adaptations are based on rigorous analyses and are delivered in a timely manner.

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

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

- The school has a rigorous child protection policy and procedures that are clearly defined and understood by the staff, students and parents. Students are supervised well during breaks and in all school activities.
- The school environment is safe, hygienic and secure. There are regular fire and safety drills supported by the municipality and Dubai police. The medical and PE staff enhance students' understanding of healthy living and effectively monitor their health needs.
- The school building and equipment are kept in good condition. Detailed school records include incident and medical reports.

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

- Staff have positive relationships with students within a calm and purposeful working atmosphere. Students are aware of behaviour rules, which they follow successfully. The school has effective systems to promote and monitor attendance and punctuality resulting in above average levels of attendance.
- The school has thorough systems for identifying students with SEND and, since the previous inspection, are recognising those who are gifted and talented. The school provides older students with a range of careers guidance.
- The quality of care and support remains good overall. It is inconsistent in some lessons in supporting students with SEND and those identified as gifted and talented. While students receive a range of pastoral support from teachers and the clinic there is no officially designated school counsellor.

For development

- Provide an officially designated school guidance counsellor to ensure students, particularly those who are older, have clear access to pastoral and personal advice.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The school is very welcoming to all students and continues to be highly inclusive. Senior leaders, including the school inclusion governor and champion, ensure that resources and provision of special classes meets a range of specific and significant special educational needs and disabilities.
- Students with SEND are identified accurately upon entry to the school. Systems are thorough and a wide range of information is assessed including reports from outside specialists. Students are accurately placed into intervention groups most suited to their personal learning needs.
- Partnerships with parents are very positive. Parents value the support and advice they receive from the special needs coordinator and teaching staff. A few parents would like more help to understand how they can best help their child.
- Detailed records are kept of students' academic and personal development. Individual learning plans (ILPs) are shared with parents and relate to specific need and personal student goals. Regular reviews evaluate progress towards these goals. Learning support assistants provide valuable help to individual students.
- Student progress is good overall but in some lessons their prior learning and individual needs are not taken sufficiently into account. Not all students with gifts and talents are making consistent progress as tasks do not provide them with sufficient challenge.

For development

- Ensure teachers take greater account of students' prior learning and individual needs when planning lessons.
- Ensure all parents clearly understand the goals set on ILPs so they can better help their child at home.

6. Leadership and management

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

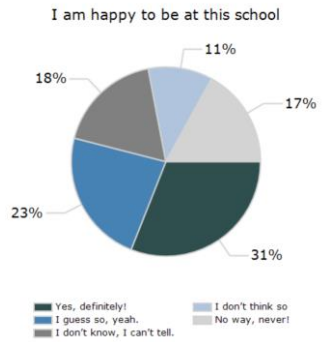
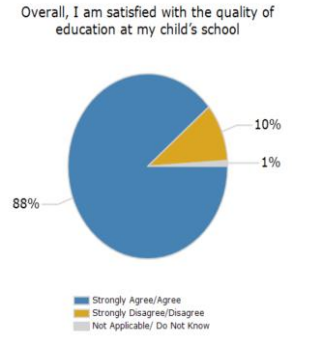
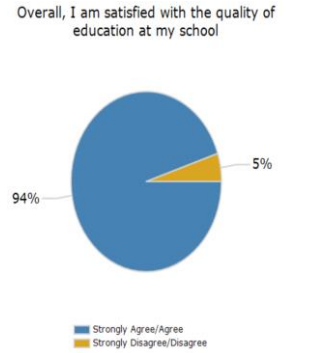
- The principal has recently restructured and increased her leadership team. Leaders are strongly committed to the values of the UAE and inclusive education but are at an early stage of developing their skills to drive change forward. Most have good subject knowledge but do not collaborate effectively to support and set a strategic direction that fully supports school improvement.
- Improvement plans contain appropriate priorities but require focus, timescales for action, roles and responsibilities and criteria to measure the impact on students' learning. Leaders regularly observe lessons to evaluate teaching but focus insufficiently on students' attainment and progress. The school has implemented some aspects of the previous inspection's recommendations but this has not resulted in improvements in students' attainment.
- Parents feel the school is inclusive and responds quickly to any concerns. The Mothers' Council gathers parental views, which in turn informs school priorities. Parents would welcome more time to discuss their child's progress at parents meetings. They do not benefit from workshops to help them support their children's learning. Links with the community are supporting environmental activities.
- The chair of the board of governors is taking a strong lead in challenging and supporting the school. Parental representation on the board is assisting communication with stakeholders. The board meets regularly and members are increasingly participating in formal observations of teaching and discussing the progress of agreed school priorities and students' attainment and progress.
- The school is well maintained. While it does not have a lift it has taken appropriate action to support the learning of students with mobility difficulties. Resources are being improved including an increase in ICT and reading books to support a literacy initiative in Arabic and English.

For development

- Ensure that all leaders articulate a shared vision and work collaboratively to achieve agreed school priorities and evaluate the impact of their work.
- Develop more effective school, phase and subject action plans by using accurate assessment information to set targets, monitor progress and evaluate the impact on students' achievements.

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 = 71	Parents No. of responses = 286	Teachers No. of responses = 87
		

Students	• Most students are happy with the school. A large minority would like more extra-curricular activities. Some feel they have insufficient leadership opportunities and are unclear to whom they can raise issues of concern. They feel that subject options are limited.
Parents	• Most parents are positive about almost all aspects of school life. However, almost one quarter believe extra-curricular activities are insufficient with around twenty percent concerned over their children's abilities to use ICT for research. A similar number are concerned over the quality of pastoral care. Most parents of children with SEND think their child's needs have been accurately identified.
Teachers	• Almost all teachers are pleased with their school and are happy working in it. They believe that the school is well led and that professional development has made them better teachers. Almost all believe that students are happy in the school, feel safe, and are supported well.

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