"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

Raffles International School -Um Suqeim South BR

Celebrating 10 years of inspections

Raffles International School -Um Suqeim South BR

UK CURRICULUM

Contents

School information

General information

Location	Umm Suqeim
Type of school	Private
Opening year of school	2007
Website	www.rafflesis.com
Telephone	04-4271200
Address	P.O Box 122900
Principal	Zeba Khan
Principal - Date appointed	9/1/2017
Language of instruction	English
Inspection dates	06 to 09 November 2017

Teachers / Support staff

Number of teachers	133
Largest nationality group of teachers	UK
Number of teaching assistants	39
Teacher-student ratio	1:11
Number of guidance counsellors	6
Teacher turnover	17%

Students

Gender of students	Boys and girls
Age range	4-17
Grades or year groups	FS2-Year 12
Number of students on roll	1470
Number of children in pre-kindergarten	Click here to enter text.
Number of Emirati students	139
Number of students with SEND	89
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	IGCSE / IGCSE
External tests and examinations	Cambridge Checkpoints, IGCSE
Accreditation	BSO, CIS, BSME
National Agenda benchmark tests	GL, IBT

School Journey for Raffles International School –Um Suqeim

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Good	Acceptable	Good	Good	Good	Good	Good	Good	Good	Good
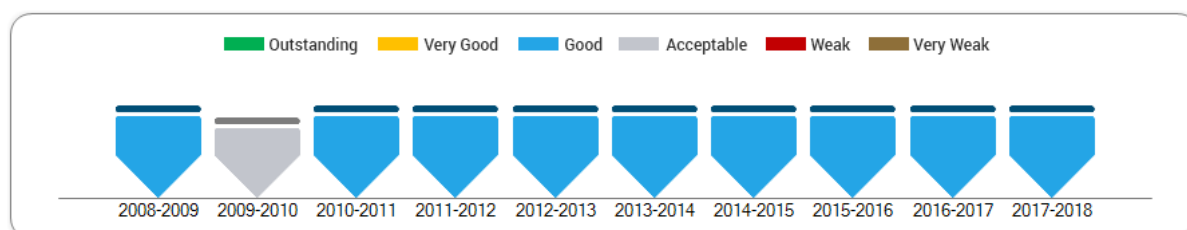
The DSIB inspection process

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

Raffles International School -Um Suqeim South BR was inspected by DSIB from 06 to 09 November 2017. The overall quality of education provided by the school is good. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The new leadership team is providing clear direction and is effective in identifying areas for improvement and acting upon them. However, some evaluations of teaching are overgenerous, and some judgements of student outcomes are inaccurate. Partnerships with parents have been strengthened. Parents are highly supportive and very much involved in the life of the school. The governors' advisory council holds leaders to account and provides considerable expertise to support them. The school premises are of very high quality.

Students' achievement

Students make good or very good progress in most subjects. Attainment has improved in English and science in the primary phase. Attainment and progress remain acceptable in Islamic education and Arabic, although progress in Arabic as a first language is good in the primary phase. The progress of children in all subjects in the Foundation Stage is very good or outstanding.

Students' personal and social development, and their innovation skills

Students' personal and social development is outstanding across all phases of the school. Students have a positive work ethic and participate in a range of school and community activities. They have a strong understanding of their own culture and that of the UAE.

Teaching and assessment

Teaching is very good in the Foundation Stage and good in the other phases. Very good use is made of assessment information to check progress and support the learning of individual students. However, the work set in some lessons in the upper phases lacks challenge for higher ability students.

Curriculum

The design and implementation of the curriculum is very good in the Foundation Stage and good in all other phases. UAE social studies is well integrated and students are provided with opportunities to be innovative. Adaptations of the curriculum to meet the differing needs of students with SEND are very effective.

The protection, care, guidance and support of students

The school has excellent procedures for safeguarding students. The Foundation Stage provides a safe and caring environment for young children. Students in all phases, including those with SEND, benefit from good support. Support for gifted and talented students is inconsistent. Attendance is managed well.

What the school does best

- The very good quality of provision in the Foundation Stage that promotes outstanding progress in English and mathematics and very good progress in science 2007

- The very effective assessment systems for tracking students' progress

- The school's excellent links with parents and the wider community

- The school's excellent arrangements for promoting healthy life styles and keeping students safe

- The high quality accommodation, excellent library and specialist facilities, and plentiful supply of learning materials that are available to support and extend learning at all phases

Key recommendations

- Raise attainment and accelerate progress in students' day-to-day learning in Arabic as a first and additional language and Islamic education, by;
    - ensuring that teaching and learning are of a consistently high quality
    - developing the skills of subject leaders which will enable them to identify and eliminate weaknesses in teaching.
    - Improve the quality of teaching so that it is consistently very good or outstanding by;
    - sharing examples of outstanding practice
    - providing a high level of challenge for more able students in all subjects
    - having high expectations of classroom behaviour and ensuring the highest levels of engagement in all lessons.
    - Strengthen the design of the secondary curriculum to ensure clear continuity and progression in students' learning experiences.

Overall School Performance

Good

1. Students' Achievement

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

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Good	Good	Good

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

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

4. Curriculum

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

6. Leadership and management

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

National Priorities

National Agenda Parameter

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

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

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

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

- Attainment as measured by the National Agenda parameter benchmarks meets expectations in mathematics and science and is below expectations in English.

- The school understands the importance of the National Agenda and the school's plan identifies the key priorities resulting from data analyses.

- The school analyses the data from CAT4 and matches these with all other data in order to provide an accurate profile of each student's learning needs.

- The school uses the data effectively to align the curriculum with the requirements of the TIMSS and PISA tests.

- Many teachers are using the results of data analyses to adjust their teaching. In particular, there is a strong emphasis on linking the learning to real life situations.

- The significant increase in the use of ICT in the classroom is enabling students to improve their research skills and work with greater independence.

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

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 achievement of Emirati students is given a very high profile in the school. As with all students, governors and senior staff ensure that the performance of these students is carefully monitored. Teachers are aware of the individual needs of Emirati students and curriculum modifications are made as needed. Both parents and students are well motivated and fully engaged.

- Emirati students are enthusiastic and almost all are prepared to take responsibility for their own learning. They report that they enjoy learning and respond to challenges. Students' potential and achievement data are analysed and action is taken to tackle underperformance.

- Analyses of CAT4 cognitive testing are used to guide the planning of interventions. Although the curriculum is being adapted to raise students' attainment, the modifications to improve verbal reasoning skills have not been fully implemented. Overall, the attitudes of the Emirati students to their learning are excellent.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- The moral education programme is carefully planned to ensure appropriate topics are integrated within subjects and covered in assemblies

- Most teachers provide engaging and challenging lessons that elicit active participation. The early morning sessions in the secondary phase are occasionally affected by students' late arrivals.

- Students actively enter into discussions and willingly explore abstract concepts such as the difference between empathy and sympathy. Most are able to articulate their thoughts confidently and maturely.

- Assessment is mainly through teacher observation. Reports to parents comment on students' attitudes and personal development.

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

Social Studies

- The social studies curriculum is well designed to develop key skills, knowledge and understanding. In addition to weekly lessons, cross-curricular links ensure students transfer their learning across subjects.

- A range of teaching strategies and resources ensure lessons are engaging, relevant and appropriately challenging. Questioning elicits lively discussions about aspects of social studies within a local and global context.

- Students are eager to share their thoughts and experiences. They think critically about problems, collaborate well and use learning technologies effectively to research topics.

- Various methods of assessment, including peer and self-assessment, provide a clear picture of students' progress. As a result, most lessons are well matched to students' needs.

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

Innovation in Education

- The majority of students accept responsibility and work independently when provided with the opportunity. They are keen to use a range of technologies to support research and enquiry work.

- An increasing number of activities enable students to develop innovative and entrepreneurial skills which are of benefit to the local community.

- There are examples, particularly in mathematics, where teachers imaginatively encourage creative problem solving.

- Several curriculum adaptations, such as the STEAM, encourage students to be enterprising and innovative. These are motivating and support the development of students' leadership skills.

- Leaders are committed to innovation as part of the drive to improve students' learning experiences. More opportunities, some involving parents, are helping to develop students' innovative skills.

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

Main inspection report

1. Students' achievements

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

- Achievement in Islamic education is stronger in the secondary phase, particularly for non-Arab learners, where students show a deeper understanding of Islamic concepts. In the primary phase, learning is often limited to developing basic knowledge rather than developing understanding through connections to everyday life.

- In all phases there is a stronger emphasis on the acquisition of knowledge than the development and application of skills. Students' ability to make inferences based on a secure interpretation of Hadeeth and Holy Qur'anic verses, is underdeveloped, and restricted by their level of linguistic competence.

- Progress in the secondary phase is good as a result of more opportunities for students to work collaboratively and independently. A deeper level of understanding is enhanced by enquiry based learning tasks, though it is more evident in lessons for non-Arab learners.

For development

- Increase opportunities for the development of skills and collaborative learning in the primary phase.

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

- The majority of students in the primary phase make better progress because teaching promotes more active learning and helps to develop creative thinking. It is more limited in the secondary phase due to lack of challenge.

- Writing skills are developing well in the primary phase, with the most able students writing their own short stories. In both phases, students are not using classical Arabic well enough.

- Effective support is provided to promote students' reading skills and involve parents. However, students are not challenged sufficiently to extend students' thinking, speaking and listening skills.

For development

- Ensure that learning activities provide an appropriate level of challenge and extend students' thinking, speaking and listening skills.

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

- Most students are making steady progress in extending their vocabularies and knowledge of basic grammar across the school. Progress is slightly slower in the primary phase because of inconsistencies in classroom management, which restrict learning.

- In the secondary phase, students develop their reading, speaking and listening skills reasonably well. However, in some classes, speaking is limited to repeating pre-set statements.

- Resources have been improved in the secondary phase and are being used to enhance the development of the four language skills in a balanced manner.

For development

- Use age-appropriate classroom management strategies and enable to students to extend their speaking skills, particularly in the lower primary year groups.

English		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Very good	Good ⬆	Acceptable	Not applicable
	Progress	Outstanding	Good	Good	Not applicable

- Students make good progress in the secondary phase and results in the IGCSE examination are very good. However, the results of other external tests are weaker. In the primary phase, progress in the development of language and writing skills is good.

- Most children in the Foundation Stage recognise letter sounds. A majority can read simple words. Through guided reading activities, primary students read a range of texts and become increasingly confident, independent readers.

- The majority of EAL students develop a secure understanding of English language and literature. By Year 11, skills of text analysis are developing well. However, the level of challenge is not sufficient to extend more able students.

For development

- Ensure higher ability students are challenged to achieve their potential, particularly secondary EAL students who have high prior attainment.

Mathematics		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Outstanding	Good	Good	Good
	Progress	Outstanding	Very good ⬆	Very good ⬆	Good

- Attainment is good in primary, secondary and post-16 phases. Progress and attainment in the Foundation Stage are outstanding. In primary and secondary the progress of the students is very good whilst post-16 students make good progress.

- A strength of students' learning is their ability to work independently. When students are challenged to think critically, the outcomes are generally very successful. However, levels of attainment between different groups of students is variable.

- An improving feature in mathematics is the ability of students to apply their understanding of mathematical concepts and applications when solving problems. This is helping to develop students' critical thinking skills.

For development

- Ensure attainment is consistently strong between different groups of students.

Science		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Good	Good ⬆	Good	Not applicable
	Progress	Very good	Good	Good	Not applicable

- Students in the Foundation Stage make better progress in the development of their knowledge and understanding than students in the other phases. A sharper focus on external assessment requirements has led to improvements in students' attainment in the primary phase.

- The introduction of linked science, technology and mathematics activities is strengthening students' abilities to apply their knowledge to real-life situations. In the primary phase some activities intended to develop critical thinking lack the necessary level of challenge.

- Regular assessments of students' progress are compared with their CAT4 results. This information is used well to guide the planning of individual and sequences of lessons and to address any general gaps in students' knowledge or skills.

For development

- Provide students with a consistent level of challenge so they make rapid progress in the development of the scientific knowledge and skills.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Good	Good	Good

- Students' learning skills are developed well in all phases of the school, particularly in the Foundation Stage. The majority of students are actively engaged in their learning, collaborate well with their peers and have the confidence to work independently.

- In many lessons, particularly in English and science, students make meaningful connections between their learning and real life. Students confidently contribute ideas and explanations, particularly when working in small groups.

- The application of innovation, enterprise and critical thinking skills is a developing feature of many lessons. In mathematics, for example, students solve real-life problems with confidence and enthusiasm. Most student use digital devices well to support their learning.

For development

- Enable the students to make more choices about their methods of enquiry during exploratory and independent work especially in Arabic and science.

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

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

- Most students have positive attitudes towards school. They are eager to learn and participate fully in class discussions. They take part in assemblies confidently and respond well to constructive feedback from their peers and their teachers.

- Students respond well to opportunities to take responsibility and most show respect for adults and each other. Excellent behaviour is seen in most classrooms and in the public areas of the school. This contributes to the welcoming and harmonious learning environment.

- Students across the school show a secure understanding of how to keep themselves safe and healthy. Most make sensible choices about healthy eating and participate willingly in sporting activities.

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

- Most students exhibit a well-developed understanding and appreciation of values of Islam and the importance of these in Dubai. Older students talk knowledgeably about how these values influence people's lives.

- Students in all phases are able to identify and explain many of the local traditions and heritage and recognise their importance and values to people in the UAE. Students talk enthusiastically about their contribution to events such as UAE National Day.

- Students show pride in and have a strong understanding of their own cultures. However, their awareness and understanding of the breadth of cultural diversity in Dubai and around the world is not as strong.

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

- The development of social responsibility and innovation skills are excellent in all four phases. It is underpinned by the provision of age appropriate opportunities for all groups of students to be involved with community, outreach and other engagement initiatives.

- Most students have a strong work ethic. They are keen learners who are developing innovative and creative skills through the wide range of activities the school provides. However, entrepreneurial skills are not as strongly developed.

- A particular strength is students' environmental awareness. Students care for the school and the community and take part in activities to improve the environment. They show understanding of sustainability and participate in a variety of recycling projects.

For development

- Provide systematic opportunities for students in the primary phase to improve their understanding of cultural diversity and for all students to develop their entrepreneurship skills.

3. Teaching and assessment

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

- In most subjects, teachers use their knowledge well to provide a good range of opportunities to promote students' learning. They know the strengths and weaknesses of children and students they teach and are aware of how they learn, particularly in the Foundation Stage.

- The majority of lessons are well planned to take account of the needs of different groups of students. However, planning does not always take account of the needs of more able students.

- Teaching in Arabic and Islamic education lacks variety and relies too heavily on a whole class method. In the more effective lessons, students are encouraged to work in groups, through which they are able to deepen their knowledge and understanding.

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

- Assessment procedures are clearly linked to the school's curriculum standards and aligned to international benchmarks. The procedures are generally effective and used well to ensure the curriculum is appropriately adapted to meet students' needs.

- Effective use is being made of assessment information to guide teachers' planning and personalise learning according to the needs of individual students. The systematic tracking of students' progress enables school leaders to determine where specific intervention strategies are needed.

- The assessment procedures provide accurate information on individual students' strengths and weaknesses. Although there are inconsistencies, written feedback in students' books is generally evaluative and provides guidance on how the work can be improved.

For development

- Improve classroom management and provide more opportunities for active learning in Arabic and Islamic education.

4. Curriculum

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

- The curriculum in the primary phase has a clear rationale and is well aligned to the school's values and vision. The joint Montessori and UK Early Years curriculum are successfully integrated and support the development of children's personal and academic development particularly well.

- In the primary phase, cross-curricular topics and themes meet the needs of the majority of students. These themes are well planned to link students' learning to real life. The introduction of STEAM lessons increases opportunities for students to make meaningful connections between subjects.

- Senior leaders and subject teachers regularly review the curriculum. New IGCSE subjects have been introduced to increase choices for secondary students. However, senior leaders have not closely monitored the impact of the changes to ensure coherence in curriculum design.

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

- The curriculum is effectively adapted to meet the needs of most groups of students. In the primary phase, adaptations to the English curriculum have sharpened the focus on writing. This has had a positive impact on both reading and writing in most subjects.

- The curriculum is well modified to meet the needs of students with special educational needs. Individual education plans and student passports inform very effective intervention strategies, which meet the needs of students with SEND.

- The school has made significant adaptions to the curriculum in the light of external benchmark test results. Topics have been included to align the curriculum with Cambridge checkpoint and TIMSS and PISA requirements.

For development
- Monitor the impact of amendments to the design of the secondary curriculum.

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

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

- The school provides a safe and secure environment for all students and staff. All of the required policies, including child protection, are effectively implemented to ensure the care and safety of students.

- The school's premises and facilities are hygienic and regularly checked. Any urgent maintenance matters are dealt with promptly. The promotion of health and well-being is a high priority and the medical team maintain detailed records of all matters relating to health.

- The school has an excellent range of specialist facilities, which are suited to the needs of all students. Outdoor areas are shaded with water readily available. Ramps and lifts provide access to all areas of the school.

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

- Most students are respectful, courteous and welcoming in all parts of the school. Relationships are very positive. However, systems for managing students' behaviour are not always implemented well enough in the primary and lower secondary phases. Attendance and punctuality are managed very effectively.

- The procedures for identifying students with SEND are effective. These begin early with both teachers and parents involved. Appropriate assessment procedures are being developed to identify students who have particular gifts and talents.

- Through teacher interventions and curriculum adaptations guided by individual education plans, systems to support students with SEND are becoming more embedded. Additional opportunities for gifted and talented students are developing but not as strong. Appropriate academic and careers guidance is provided at transition points.

For development

- Improve the consistency of management of students' behaviour in the primary and lower secondary phases.

- Strengthen the provision for more able learners.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The champion for inclusive education is in the process of ensuring all staff fully understand the SEND procedures and that these are firmly embedded in everyday practice. The inclusion action plan provides staff with a clear guide to SEND provision across the school.

- Provision for students with SEND is improving. Early identification and assessment procedures are followed by continuous reviews to ensure identified needs are being met. These reviews take into account behavioural and social needs as well as academic needs.

- Parents are very well informed and have regular updates on their children's progress. They play a significant role in the design of their children's IEPs and the support provided.

- The modifications made to the curriculum for students with SEND are developing well. High quality IEPs and student passports guide classroom interventions. A small number of students are provided with learning support assistants who offer individual support.

- The large majority of students with SEND make good progress over time and many are narrowing the gap in attainment between themselves and their peers. Effective assessment procedures enable staff to measure progress accurately and make changes to provision when necessary.

For development
- Review the one-to-one tuition so that class teachers know what has happened in the resource room and what progress the student has made in the withdrawal sessions.

6. Leadership and management

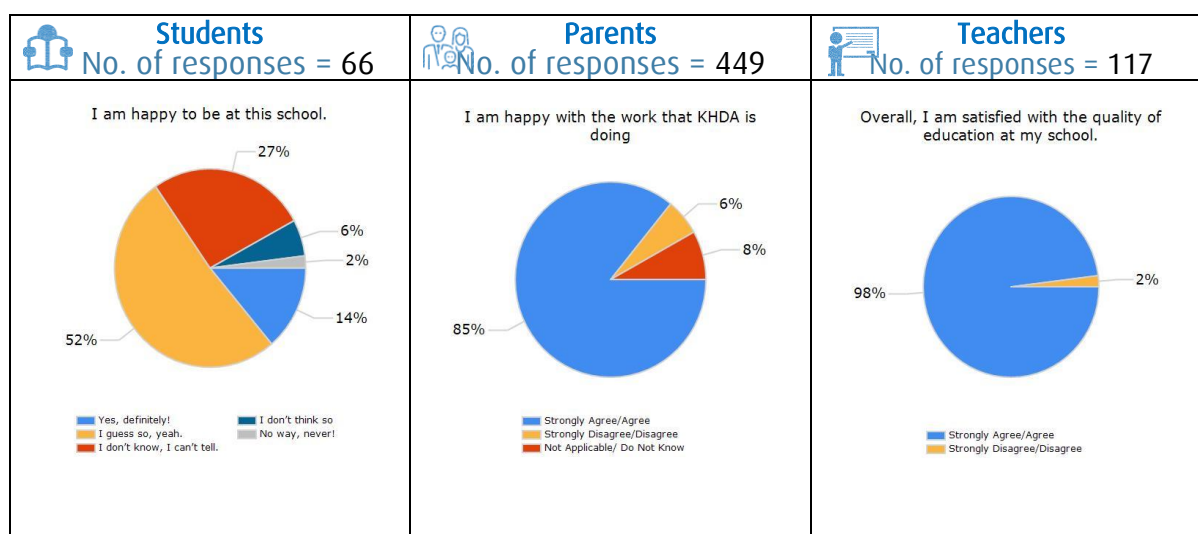|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding ⬆
Governance	Very good
Management, staffing, facilities and resources	Outstanding

- The new leadership team is providing clear direction on the school's journey towards further improvement. A shared vision is appropriately focused on raising students' achievement by ensuring that teaching and learning are consistently good and better. The development of subject leaders' skills in evaluating teaching and learning is enabling them to contribute to the drive for improvement.

- Concerted action has been taken to tackle all of the recommendations from the previous report. Improvement plans are focused on appropriate development priorities. Leaders monitor the quality of teaching regularly, with an increased emphasis on how well students' learning. However, because evaluations of the effectiveness of teaching are sometimes overgenerous, the school's evaluations of student outcomes are not always accurate.

- Parents are highly supportive and very much involved in the life of the school. Their views are valued and taken into account in school planning. Through regular reports and conferences, parents are kept well informed about their children's academic and personal progress. The school is involved extensively with the local and international communities, and students engage in a variety of fundraising activities.

- The advisory council includes representation from all stakeholders and provides the school with considerable expertise. Through visits to the school and reports from the principal and other key staff, members of the council have a very good knowledge of the school's performance. The views of parents and students are routinely sought. As a result, they are able to influence many aspects of school provision.

- The day-to-day management of the school is very efficient. The school is well staffed to achieve its vision. The very high quality of the premises enables students to access an excellent range of academic and sporting facilities that are accessible to all. Resources are plentiful and of a very high quality.

For development

- Develop the skills of subject and other middle leaders so that there is consistency and accuracy in the monitoring and evaluation of teaching and learning.

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 = 66	Parents No. of responses = 449	Teachers No. of responses = 117
I am happy to be at this school. 27% 6% 2% 14% 52%	**I am happy with the work that KHDA is doing** 6% 8% 85%	**Overall, I am satisfied with the quality of education at my school.** 98% 2%
Yes, definitely! / I guess so, yeah. / I don't know, I can't tell. / I don't think so / No way, never!	Strongly Agree/Agree / Strongly Disagree/Disagree / Not Applicable/ Do Not Know	Strongly Agree/Agree / Strongly Disagree/Disagree

Students	• Nearly all students who responded to the questionnaire feel safe in school. They were very positive about the support they receive, and the feedback teachers give on their work. The least positive responses concerned the extent to which teachers treat them fairly and the opportunities provided for them to develop leadership skills.
Parents	• Almost all of the parents who responded to the survey are satisfied with the school leadership and the quality of education. They feel their children are happy and kept safe at school. A few feel that there are not enough extra-curricular activities and that academic and career guidance could be improved. Inspection findings do not support these few concerns.
Teachers	• Almost all teachers who responded to the questionnaire indicated satisfaction with nearly all aspects of the school's work. All feel they know students' strengths and weaknesses well. The areas of concern for a few teachers were the effectiveness of continuing professional development and the respect shown by some students towards adults.

![DUBAI Knowledge المعرفة]

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