

# Inspection Report



## Queen International School

2014-2015



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## School information



### General information

Location	Hor Al Anz
Type of school	Private
Opening year of school	September 1998
Website	www.qisdubai.com
Telephone	04-2652600
Address	P.O.BOX:85999 Deira
Principal	Malaka Abdul Moneim Khalil
Language of instruction	English
Inspection dates	3 <sup>rd</sup> - 6 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	4 -18 years
Grades or year groups	KG 1 -Grade 12
Number of students on roll	1184
Number of children in Pre-K	0
Number of Emirati students	195
Number of students with SEN	27
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	70
Largest nationality group of teachers	Indian
Number of teacher assistants	3
Teacher-student ratio	1:17
Number of guidance counsellors	0
Teacher turnover	10%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IBT, IGCSE, AS level
Accreditation	Cambridge

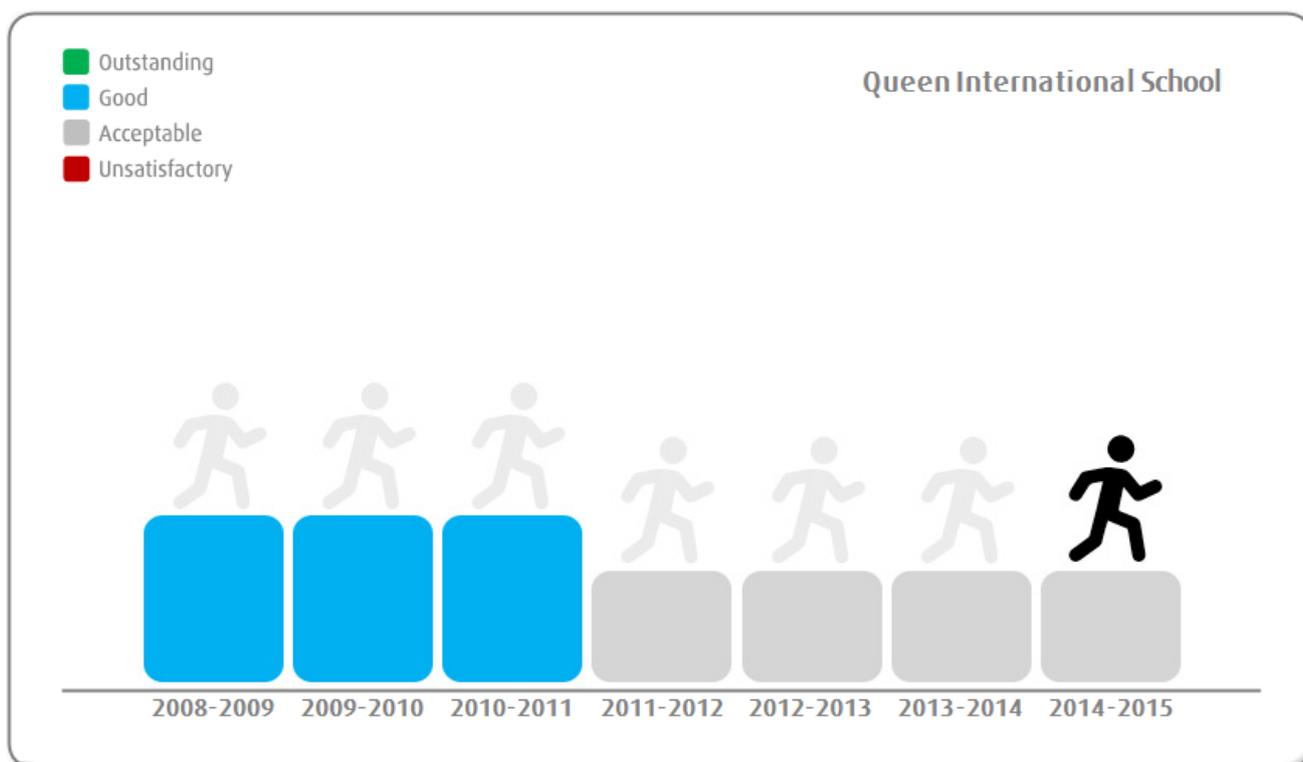




Dear Parents,

Queen International School was inspected by DSIB from 3<sup>rd</sup> - 6<sup>th</sup> November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- Students' attainment and progress in mathematics and science in post-16 and mathematics in secondary were outstanding.
- Students made outstanding progress in secondary English and science.
- Children's understanding of Islamic values and awareness of Emirati and world cultures in the Foundation Stage were outstanding.
- The quality of teaching and students learning skills in primary, secondary and post-16 phases led to good or better attainment and progress in almost all key subjects.

### **Areas for improvement**

- Improve the quality of teaching and assessment in the Foundation Stage to better develop childrens' language, mathematics, science and their critical thinking skills by promoting opportunities to engage in independent, practical problem solving, enquiry and research.
- Improve assessment across all phases of the school to more accurately measure students' progress and provide appropriate support for their learning and development.
- Improve the identification and provision for students with special educational needs to ensure they make better progress.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

**Yours sincerely,**

**Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority**

## A closer look at Queen International School



### How well does the school perform overall?

Overall, Queen International School provided an **'Acceptable'** quality of education for its students.

- All key subjects in the primary phase were judged to be good. Attainment and progress in the key subjects in secondary and post-16 phases were generally good or outstanding. Children's attainment and progress in mathematics and science in the Foundation Stage remained acceptable as did children's learning skills.
- While students' personal and social development were good overall, their community and environmental responsibility were acceptable across all phases.
- The quality of teaching was generally good, but teachers' use of assessment across all phases required improvement to support better planning and to provide them with a more accurate evaluation of students' progress.
- The curriculum did not meet the needs of all students. The school had not made systematic or sufficient modifications to cater for the needs of groups of students, especially those with special educational needs, low attaining students or children following the Early Years Foundation Stage curriculum.
- The provision of health and safety was good overall. However, the quality of support was only acceptable.
- All aspects of the leadership and management of the school were acceptable.

### How well does the school provide for students with special educational needs?



- Students with special educational needs made acceptable progress in their personal, social and emotional development. However, the school lacked systems to track student's overall academic progress.
- School leaders had appointed a suitably qualified special needs coordinator. However, the systematic identification of the students' needs and appropriate improvement strategies was not in place. Most teachers required further training to plan activities that would help students reach the next steps in their learning.
- The school had made links with a few parents, provided them with some support, guidance and information about their children's progress and development. Only a few students had individual education plans (IEPs), resulting in staff, parents and students being unaware of the how to support children to reach their academic and personal development targets.

## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Good ↑	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Good ↑	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
Language of instruction	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 English	Attainment	Good	Good	Good	Not Applicable
	Progress	Good	Good	Outstanding	Not Applicable
 Mathematics	Attainment	Acceptable	Good ↑	Outstanding ↑	Outstanding
	Progress	Acceptable	Good ↑	Outstanding	Outstanding
 Science	Attainment	Acceptable	Good ↑	Good	Outstanding
	Progress	Acceptable	Good ↑	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Good ↑	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- Students' attainment and progress in post-16 mathematics and science and in secondary mathematics were outstanding.
- Students made outstanding progress in secondary English and science.
- Improvements in the understanding of Islamic values, the awareness of Emirati and world cultures were as a result of the teaching of Arabic and Islamic Education in the Foundation Stage.
- The quality of teaching and students learning skills in primary, secondary and post-16 phases were good.

## Changes since the last inspection

- A special educational needs coordinator had been recently employed to develop and manage appropriate systems and procedures for students with special educational needs.
- The school had purchased additional English books in the primary phase to support literacy development.
- The curriculum had been modified as a result of the schools' analysis of students' performance in Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessments (PISA) tests.
- Increased staff professional development, particularly in the Foundation Stage, was in response to recommendations from the previous inspection.
- A parent forum group had been established to give parents a greater voice in their children's education.

## Recommendations

- Improve teaching and assessment in the Foundation Stage to improve children's language, mathematics, science, and critical thinking skills by promoting opportunities to engage in independent, practical problem solving, enquiry and research.
- Improve teachers' use and analysis of students' assessment data when planning lessons to ensure that students' learning needs are met and they are routinely supported in lessons to make good progress.
- Improve the provision for students with special educational needs in order to appropriately modify and support classroom practice and accurately monitor and assess all aspects of their progress.
- Ensure greater consistency of accountability by clarifying the roles of the Principal, senior leadership team, and the school's Board.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Children in English showed enthusiasm for spoken language when interacting with their peers and teachers. For example, they spoke with understanding when relating what they had read. They engaged in listening activities during story time, in phonic development, and in free and creative writing. By Foundation Stage 2 most could write some irregular words and simple sentences which they could read independently.
- Most of the children in Foundation Stage 2 were able to count reliably up to 20 and were able to place numbers in order. They could state which number was one more or one less than a given number. Using manipulatives, most could add and subtract two single digit numbers. Most children by Foundation Stage 2 were able to solve problems involving doubling.
- In science most children were beginning to better understand their world. They were able to classify objects, make observations of living things and explain basic differences between plants and animals. They could observe and discuss change in objects but most struggled to extend their understanding to new situations. Their progress was limited when they were not provided with sufficient opportunities for independent practical hands-on experience or to solve problems.

### Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good	Good
Language of instruction	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good 	Good 
Science	Good 	Good 

- In Islamic Education almost all students had a good knowledge of the key principles of faith and worship in Islam. Most students explained the 5 Pillars of Islam at levels above expectation.
- In Arabic as a first language, students had a good knowledge of grammar. Their skills of listening and responding were strong, along with their ability to write dictation and paragraphs.

- In Arabic as an additional language most students were able to listen attentively and respond correctly to questions. Writing was under-developed.
- In English, most the majority of students' were competent in speaking with their peers and their teachers. They could seek and convey information and produce extended responses. The majority were making good progress in reading fluency; however, writing in a wide range of genres required development.
- In mathematics, by the end of the primary phase, students were attaining above age level expectation. The majority were extending their understanding of number, place value and making connections between multiplication and division including fractions and decimals. The identified student weakness in geometry was being addressed.
- In science, students were able to classify magnetic and non-magnetic objects and use this knowledge to identify common everyday uses. Their progress was stronger when opportunities for hands-on activities were provided.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Good 	Good
Language of instruction	Not Applicable	Not Applicable
English	Good	Outstanding
Mathematics	Outstanding 	Outstanding
Science	Good	Outstanding

- In Islamic Education most students could recite and memorise what they had learned of the Holy Qur'an. A minority could memorise longer chapters and had developed a solid understanding of the meaning conveyed in the Qur'anic verses.
- In Arabic as a first language, the majority of students' made good progress in summarising the main ideas of readings and could explain the meanings of poems they studied.
- In Arabic as an additional language, students' skills of listening were strong while their skills of speaking and reading were developing.
- In English the majority of students competently debated and discussed topics. Most had developed a wide vocabulary and use it effectively when expressing their views and opinions. Students used their reading, writing and speaking skills to research, debate and present their findings on a wide range of challenging issues.
- Most students had acquired a range of mathematical skills that enabled them to link applications of mathematics to everyday situations and other subjects. Most had developed the ability to analyse problems logically. Students showed perseverance, and were able to think of alternative solutions to problems.
- In science, students had developed a strong basic knowledge of a range of physical and biological concepts. They used their knowledge to solve problems in new or unusual situations. Their progress was enhanced by a balance of active learning and theory.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Most students had a basic knowledge of the nature of Islamic values such as justice and freedom, and the application of this knowledge to their daily lives.
- The majority of students in Arabic as a first language made good progress during the class in understanding and summarising main ideas. In poetry, a majority could explain the meaning of the verses they learnt with a high level of confidence and fluency. Their listening skills were well developed, however; their skills in free writing needed further improvement.
- In mathematics, students had developed their skills and abilities positively. They had built on their previous knowledge and demonstrated their proficiency to construct and present logical mathematical arguments and solutions, when faced with complex problems.
- In science, students were able to solve highly challenging chemical change problems and applied their knowledge of mitosis and its phases to identify microscopic images in biology. They made outstanding progress in science, because they were highly involved and consistently challenged to think critically and independently.

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

- Foundation Stage children had developed acceptable learning skills, but their independence was limited due to too many teacher structured tasks. This restricted the development of a broad range of learning skills. Across all other phases, learning skills were good, with an improvement this year in the primary phase.
- Students in most subjects thrived on the chances to be independent learners, with good relationships between students; they were supportive and cooperated well with one another. The majority of students were capable of finding out information for themselves but there were limited opportunities for the use of technology, or reference texts, to support research.
- Most students could identify links between their learning and real life. In Islamic Education in the lower years, students could see the relevance of the teaching to their everyday lives. In English, mathematics and science students were able to understand how their learning could be transferred to other subjects and the wider world.
- Across all phases, the majority of students were developing their thinking skills to be critically selective and evaluative in their conclusions; for a minority of students, this was still an area for improvement.

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Overall, students demonstrated positive attitudes towards their school and towards learning.</li> <li>Students' behavior in the classrooms was consistently good.</li> <li>Students' relationships were good across the school. In a few lessons, students were not accustomed to group work and found collaboration difficult.</li> <li>School wide adoption of a healthy lifestyle policy was in its early stages of implementation.</li> <li>Attendance and punctuality were good. Almost all students arrived on time at the beginning of the day and for lessons.</li> </ul>				
	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding 	Good	Good	Good
<ul style="list-style-type: none"> <li>In the Foundation Stage, the development of Islamic values such as kindness, friendliness and cooperation were strong. Children benefited from strong Arabic and Islamic Education teaching programmes. In the higher phases students' demonstrated a clear understanding of Islamic values and the importance of Islam in Dubai's modern society. There was a strong respect for and appreciation of, Islamic tradition.</li> <li>Students had a good understanding of the traditions and culture of UAE; they had good awareness of current events and the activities in Dubai such as The Dubai expo, camel and horse racing and falconry.</li> <li>Students' understanding and appreciation of the wider world cultures was less well developed.</li> </ul>				
	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students understood their roles as members of the school community but were not sufficiently involved in projects to help and support members of their local or wider community.</li> <li>Students enjoyed participating in projects and had a positive work ethic, but they rarely took the initiative or made independent decisions.</li> <li>Students played constructive roles in improving their school environment and were aware of the main environmental issues. They did not, however, contribute sufficiently to school initiatives that could impact on an improved local or global environment.</li> </ul>				

### 3. How good are teaching and assessment?

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

- The majority of teachers had good subject knowledge.
- Planning across the school was effective. It included differentiation of tasks and vocabulary lists. However, teachers seldom planned for students' with special educational needs.
- Teachers in the upper phases used open-ended questioning to challenge students thinking. However, opportunities were missed to help students to develop their critical thinking skills and reflect on what they had learned. Teachers attempted to address the needs of students by using a range of teaching strategies. The majority of teachers had high expectations of their students. However, a few made effective use of cross-curricular links in order to enhance learning.
- There were inconsistencies in the quality and delivery of lessons. The least effective lessons did not reflect what the lesson plan stated. The quality of plenary sessions varied. Some good plenaries fully engaged students and encouraged reflection. However, the less effective lessons consisted of students being advised of what they had learned. There was often an imbalance between the amount of teacher talk and the amount of student activity. This over direction resulted in too few opportunities for students to be involved in independent enquiry, reflection and thinking critically about their learning.
- In the Foundation Stage the holistic approach to child development was inconsistently applied. Not every aspect of a child's development was recognised or valued equally. A few teachers were beginning to provide opportunities for children to develop knowledge, skills and dispositions across a range of learning areas. A few were beginning to guide children in linking these to daily experiences, rather than emphasising the acquisition of distinct knowledge.
- The teaching of Arabic as a first language was good across all phases. All teachers planned well, had good subject knowledge and used technology to support students' learning. Some teachers provided a high level of challenge. However, only a few used differentiated worksheets, or provided real life applications in their teaching.

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

- Teachers had a developing knowledge of their student's strengths and weaknesses which enabled them to provide challenge. However, the quality of assessment and marking were inconsistent across all phases. Students were not always provided with sufficient quality feedback to enable them to identify what they had to do to improve.
- Through the use of a range of international benchmark tests including external examinations, the school was able to identify areas of proficiency, as well as areas requiring development. It was yet to align its internal marks with those determined externally.
- Across the school summative and formative assessments were used to provide data. The data was not analysed sufficiently. It was yet to impact on lesson planning to help teachers to meet students' needs. The meaningful tracking of students' progress was in its early stages.
- Teachers' marking in books was often restricted to a tick, with no comment to guide students' future learning. There were a few examples observed of students self and peer assessment. Teachers questioning was variable. Better questioning, where teachers probed using open ended questions to challenge thinking, was observed in the higher phases.

- Teachers in the Foundation Stage were not consistently assessing children against the Early Years Foundation Stage learning goals. Not all teachers could recognise all children’s progress, understand their needs or plan appropriate activities and support.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum, based on the National Curriculum of England had a clear rationale and values, and was generally broad and balanced across all subjects. However it was not being implemented in a manner which fully met the school’s current needs.
- There was too strong an emphasis on the development of knowledge and too little on the development of skills, particularly in the Foundation Stage and primary phase. Differentiated strategies were not consistently applied across all phases of the school.
- The curriculum was significantly influenced by textbooks. Insufficient consideration was given in planning to diversify and enrich students’ experiences to strengthen their learning.
- The development of cross-curricular links was sporadic and connections were not always formally planned. The use of specific themes to plan curriculum delivery particularly in the Foundation Stage and primary phase required development in order to ensure the delivery of an integrated curriculum.
- Curriculum review was not carried out consistently in all subject areas. The implementation of curriculum change had focused primarily on analysis of and responding to, the schools TIMSS and PISA results.
- In Arabic as a first language, the school applied the MOE curriculum for all phases. Students sat IGCSE examinations in Grade 10 and 11. The school had allocated more time to Arabic than was expected.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

- The school had not made systematic or sufficient modifications to the curriculum to cater for the needs of groups of students, especially those with special educational needs, low attaining students or children following the Early Years Foundation Stage curriculum.
- The limited range of subjects in post-16 restricted choices to fulfil student’s interests, talents and aspirations.
- An appropriate range of visits enhanced students’ understanding of the world around them. There was a very narrow range of clubs available to extend students learning. The Early Years Foundation Stage seven areas of learning and development were beginning to shape the schools programme. However opportunities for igniting children’s curiosity and enthusiasm for learning and building capacity to learn, form relationships and thrive, required further development.
- The school provided a dedicated teacher for Arabic as an additional language for Foundation Stage children and used the MOE Grade One curriculum. In Foundation Stage 2 children were exposed to a range of classical Arabic letters. Most could recognise and say short and long sounds and were making better than expected progress.

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Good	Good	Good	Good

- The school had a well publicised child protection policy, however, clear procedures and responsibilities required development.
- The school had effective arrangements to keep students safe and supervised at all times around the school premises and on school transport. It had effective systems to monitor and maintain buildings and premises in a good state of repair.
- The school clinic provided students with excellent health services and kept accurate student health-related records.
- The clinic played a role in promoting healthy living through seminars on health-related issues and in checking lunch boxes.
- The canteen offered some healthy choices such as fruit salads and a number of less healthy choices. The school facilities were hygienic and suitably designed to meet the learning needs of all students.

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between staff and students were productive. Staff knew their students well and were aware of their personal, social and emotional needs. Behaviour was managed well both in lessons and around the school.
- The school had good systems in place to record attendance and had successfully improved punctuality by involving parents when lateness was a recurring problem.
- Students with special educational needs were admitted into the school but arrangements for the accurate identification of their needs was not secure. This resulted in the school having an inaccurate picture of students who required additional learning support.
- Support arrangements for these students were lacking. Only a few students had individual education plans. Consequently teachers had gaps in their awareness of what these students required to ensure that they made the expected levels of progress. Most teachers did not modify their lessons accordingly.
- The school had initiated a useful careers programme which included visits by professionals and past students, as well as trips to universities. These activities enabled students to gain insights into the next stage of their education and helped them make informed choices.

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>• A suitably qualified special educational needs coordinator had been appointed however, without considerable further investment in resources, the capacity to improve was not sustainable.</li> <li>• Arrangements to identify the needs of students with special educational needs were not embedded and the register of such students was inaccurate. The school did not make sufficient use of assessment information to identify these students and few interventions were in place. A few teachers had made small modifications in lessons to meet the needs of identified students. However most teachers did not have the skills to adapt lessons or plan activities to help students with special educational needs to reach their next steps in learning.</li> <li>• Very few students had individual education plans so staff, parents and students were unaware of the strategies needed to help students with special educational needs reach their targets.</li> <li>• The school had made good links with a few parents of students with special educational needs and provided them with valuable support, guidance and information. These parents felt that the school's interventions were having a positive impact on their child's personal development and behaviour.</li> <li>• Students with special educational needs made inconsistent progress in their personal, social and emotional development. The school lacked evidence to show how students with special educational needs had progressed in their academic development. Their progress was unsatisfactory.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>• There was an evolving vision and direction which was being shared across the school by senior leaders.</li> <li>• There was a clear commitment by all senior leaders to improve student learning outcomes, however improved policies, procedures and systems were required to ensure greater consistency across the school.</li> <li>• There was a developing clarity of role amongst almost all leaders, however the effectiveness of communication between leaders and staff was variable across the school.</li> <li>• The school was committed to employing additional senior leadership personnel to ensure that there was sufficient capacity to make identified improvements.</li> <li>• Leaders had achieved some success in improving some aspects of its work. The improvement in primary teaching had resulted in the improved attainment and progress in mathematics and science and in learning skills of students in all key subjects.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>Processes of school evaluation involved a range of staff, however judgements were not based on a systematic, robust analysis of reliable assessment and other data. Too often explanations were descriptive rather than evaluative.</li> <li>Teacher appraisal was systematic; however, feedback to teachers was insufficiently targeted or specific to support the next stages of their development. Staff had been provided with additional professional development from external and internal providers but more was required, particularly for Foundation Stage teachers.</li> <li>Improvement plans were based on previous Inspection recommendations, however, targets were not written in measurable terms, making success difficult to determine.</li> <li>The school had addressed a number of the recommendations from the previous inspection report. Many improvement strategies were in the early stages of implementation and their full impact was yet to be seen.</li> </ul>	

	Overall
<b>Parents and the community</b>	Acceptable
<ul style="list-style-type: none"> <li>Parents appreciated the caring, family atmosphere within the school and the ease of access to the Principal.</li> <li>Communication with parents had been strengthened with the introduction of web-based information. Parents were informed of weekly events and could obtain their children's progress reports on-line. A few parents considered that a greater range of extra-curricular and after school activities would benefit their child's development.</li> <li>There was limited formal opportunity for the parent's voice either individually or collectively, to be heard at governance level, or for them to participate in decision making. A parents' forum had recently been initiated, however it had restricted numbers and had met only once to date.</li> <li>Additional opportunities for educational visits outside of the school were beginning to impact positively on student learning.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>The Governing Board was composed of a narrow range of parents and a larger number of school employees. This caused an imbalance in representation. The board listened to stakeholders about provision, and fostered links with the local and wider community.</li> <li>The board was not and could not be effective in holding the school to account for its actions and outcomes, given its composition.</li> <li>The owner, who was also the Principal, had ensured that an adequate range of resources were available. For example, new text books were provided for primary phase classes. Collectively, the Governing Board had reduced class sizes in the Foundation Stage to meet the previous reports recommendation. It had supported the training of staff. However, overall its influence on improving the performance of the school required strengthening.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• The day-to-day management of the school was effective. Timetabling was satisfactory. Most staff and students were clear about their programmes and the school routines.</li> <li>• There were sufficient qualified teachers, to provide an appropriate curriculum. A special needs coordinator had recently been appointed to provide strategic leadership of the special needs section in the school. Staff had been provided with training opportunities to enhance the effectiveness of their teaching.</li> <li>• The facilities were clean and well presented. Specialist rooms for art, science, physical education and technology were adequately equipped.</li> <li>• There was insufficient technology available for student use in classrooms, although some teachers used the available technology well to supplement lessons. The newly introduced “Thin client system” helped promote effective teaching and learning. The school’s library was not a conducive environment for student research. Students’ literacy and research programmes were inhibited due to insufficient library resources.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	83	12%
	<b>Last year</b>	158	22%
 <b>Teachers</b>	66		94%
 <b>Students</b>	57		98%

- A minority of parents, most teachers and almost all students responded to their surveys.
- Most parents and students were satisfied with the quality of education provided by the school.
- Most parents were positive about their child's progress in Islamic Education, English, mathematics and science and their development of a good range of learning skills.
- Most parents were happy that their child was obtaining a broad and balanced education but a minority felt there were insufficient resources including technology available to support their child's learning, and that there were too few subjects offered.
- A minority of parents felt that the school did not provide sufficient preparation to their child for their next stage of education.
- Most parents and students were positive about the regular homework and the support assessment including marking, provided.
- While most parents agreed that the school was well led, but a minority did not agree that the school listened to them, or acted on their views.
- Teachers and students were supportive of almost all aspects of the schools operation.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)