

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Cambridge
International
School

Celebrating
10 years of
inspections

CAMBRIDGE INTERNATIONAL SCHOOL

UK CURRICULUM

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School information

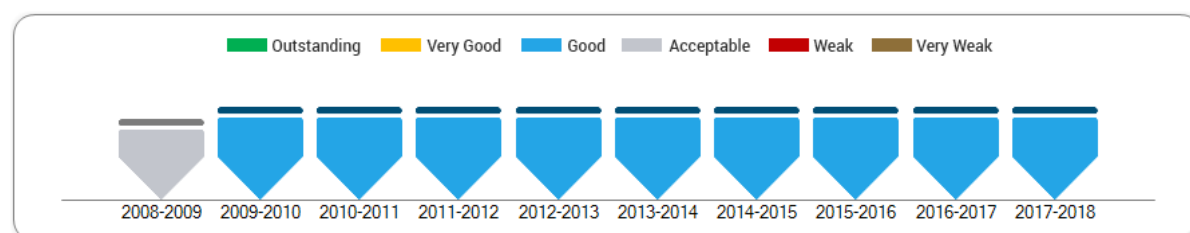
| General information | |
|----------------------------|---|
| Location | Al Garhoud |
| Type of school | Private |
| Opening year of school | 1983 |
| Website | www.gemscis-dubai.com |
| Telephone | 04-2824646 |
| Address | P.O. Box 60835, Dubai, United Arab Emirates |
| Principal | Lachlan MacKinnon |
| Principal - Date appointed | 1 September 2017 |
| Language of instruction | English |
| Inspection dates | 9 to 12 October 2017 |

| Teachers / Support staff | |
|---------------------------------------|--------|
| Number of teachers | 142 |
| Largest nationality group of teachers | Indian |
| Number of teaching assistants | 21 |
| Teacher-student ratio | 18 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 22% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 3-17 |
| Grades or year groups | FS1-Year 13 |
| Number of students on roll | 2530 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 34 |
| Number of students with SEND | 78 |
| Largest nationality group of students | Indian |

| Curriculum | |
|---------------------------------|-------------------------------|
| Educational permit / Licence | UK |
| Main curriculum | UK |
| External tests and examinations | GCSE, IGCSE, AS/A Level, BTEC |
| Accreditation | CIE |
| National Agenda benchmark tests | GL(PTE, PTM, PTS) |

School Journey for Cambridge International 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

Cambridge International School was inspected by DSIB from 09 to 12 October 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 school has a new leadership structure. A new principal and vice-principal were appointed at the beginning of this school year. The new leaders have a clear vision for the school. The leadership is supported by an effective governing body who acted positively on the previous recommendations. Relationships with, and support from the parents are outstanding.

Students' achievement

Students' achievement is improving in the primary phase in English, mathematics and science. Achievement in English and science is very good in the secondary and post-16 phases. Achievement in all subjects in the Foundation Stage (FS) is very good. Progress in Islamic education is good across all phases. Attainment in Islamic education and Arabic as a first and second language is mainly acceptable. Progress in Islamic education is good.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding in the FS and post-16 phase, and very good in other phases. Their understanding of Islamic values, and Emirati and world cultures is at least very good across the phases. Students' responsible attitudes, especially the senior student leadership team (SSLT), their participation in community services and their implementation of innovative ideas are outstanding features of the school.

Teaching and assessment

The quality of teaching is very good in the post-16 phase in the FS. Teaching is acceptable in the Primary and good in Secondary. Assessment practices are best in FS because children's progress is monitored more effectively.

Curriculum

The curriculum design and its adaptation in the FS and the primary phase are very good. They are outstanding in the secondary and post-16 phases where students access a broad-range of subjects through A level or BTEC programmes. There is a wider choice of activities and experiences available to the older students. Provision for future pathways counselling for the senior students is very effective.

The protection, care, guidance and support of students

The school is a safe, supportive and caring environment for the students. The buildings are maintained to a very good standard. Since the end of the last school year safety features have been improved or added, including a new way out from the science building. The outdoor inquiry area is a positive feature of the FS.

What the school does best

- The positive, supportive and innovative Senior Student Leadership Team (SSLT)
- The positive relationships between the school and the parents
- Students' personal and social development and their innovation skills
- The quality of the learning environment in the FS
- The curriculum design and the extent to which it is adapted at the secondary and post-16 phases to meet the needs of the students

Key recommendations

- Raise attainment in Islamic education and Arabic as a first and second language.
- Review the strategies for improvement in all areas, including SEND, and use assessment data to identify measurable goals for student outcomes.
- School leaders, through effective systematic evaluation, should ensure that:
 - there is consistency in the quality of teaching to meet the needs of all students;
 - key skills such as critical thinking, verbal reasoning and the use of information technologies for research are promoted consistently, especially in the primary school;
 - professional development is used to improve teachers' skills;
 - effective assessment practices are used to monitor students' progress.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|-------------|-------------|-------------|
| Curriculum design and implementation | Very good | Very good ↑ | Outstanding | Outstanding |
| Curriculum adaptation | Very good | Very good ↑ | Outstanding | Outstanding |

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

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

6. Leadership and management

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

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.
- Attainment as measured by the National Agenda Parameter (N.A.P.) benchmark tests is above expectations in mathematics and science and below expectations in English.
- School leaders analyse benchmark tests and have used this information to produce an action plan, to set individual targets for students, to enrich the curriculum, to eradicate inconsistencies in teaching strategies and to develop learning skills.
- Adjustments to the curriculum reflect TIMSS and PISA type questions. Students are also engaged in STEM projects and project-based learning to develop cross-curricular links and problem-solving skills.
- Adjustments to teaching practices include more open-ended questions and, in the better lessons, more problem-solving activities. Post-16 students have more opportunities for investigative work.
- Subject leaders involve students in setting targets. Students' use of technology, for research and the promotion of critical thinking, are at an early stage of development.

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

- School leaders and governors are aware of the achievement and potential of Emirati students but are not currently using the information available to them to set challenging targets for improvement. The central monitoring of data about Emirati students' achievement is at an early stage of development. Parents receive regular progress information but are not given guidance to help improve their children's reading.
- In lessons, most Emirati students are positive about learning and demonstrate some enthusiasm and resilience. The school has started to analyse Cognitive Ability Test 4 (CAT4) data but is not fully monitoring whether or not students are on track to achieve their potential. Parents have received their children's CAT4 profiles.
- The school is not consistently adapting the curriculum, nor implementing its broad plans to develop teaching and learning in response to the information provided by CAT4 data. There is a recognition and understanding that the school needs to address deficiencies in students' verbal reasoning skills, but systems for the monitoring of this group of students are not robust.

The school's provision for raising the achievement of Emirati students needs improvement.

Moral Education

- The school recently started teaching moral education and is continuing to develop aspects of the curriculum from its positive start.
- Teachers are following the designated programme and encourage students to think critically about social issues and moral values.
- Students collaborate, discuss and work together in groups to produce ideas. In some lessons they apply their understanding to personal contexts.
- The school is starting to assess moral education but has not evaluated the impact on how students think, feel and act.

The school's implementation of the UAE Moral Educations Programme is developing.

Social Studies

- The United Arab Emirates (UAE) social studies curriculum has been developed across the primary and secondary phases this year and is aligned to the learning outcomes.
- The development of cross-curricular links is well planned so that students can make links with other subjects.
- Students show an interest in learning about the UAE. They contribute positively to discussions and make some valid connections to their own experiences.
- Assessments are generally restricted to measuring students' knowledge and have limited use as measures of progress or to inform future teaching.

The school's implementation of the UAE Social Studies Programme is well developed.


Innovation in Education

- Activities are planned to develop relevant learning skills but these are inconsistently implemented.
- Students throughout the school are encouraged to participate in innovation activities and competitions. Students, especially in the upper years, are supported to develop their own ideas and to plan and carry out projects.
- Most teachers' planning identifies aspects of critical thinking and inquiry. In less successful lessons, this planning is not used effectively.
- The curriculum in all phases provides opportunities for students to be creative. A wide range of extra-curricular provision gives students the opportunity to develop their innovation skills.
- School leaders are very supportive of innovation. An innovation leader has been appointed. The school development plan prioritises the development of critical thinking and inquiry-based skills.

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

Main inspection report



1. Students' achievements

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

- Most students across the school attain levels in line with curriculum expectations. The majority of students demonstrate improved understanding in lessons, but their contextual knowledge is under-developed. Non-Arab students make better progress especially in the primary phase. The majority of students across the school make better than expected progress.
- Most students demonstrate a clear understanding of Islamic morals and issues and how they relate to life. They know about expectations for worship and relevant Fiqh law. In the primary phase, most students have a secure knowledge of the life of the Prophet (PBUH). Students' recitation of the Holy Qur'an and Hadeeth is under-developed especially for non-Arab students.
- Students' progress in the primary phase has improved as a result of better teaching strategies and collaborative group work. Most students are non-Arab Muslims. They have a good understanding of the Prophets' stories and of the need to honour parents.

For development


- Develop higher order thinking skills and relate the main Islamic concepts to real-life Islamic society.
- Improve Quran recitation and memorisation skills.

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

- Primary phase students make consistent progress in reading comprehension and story analysis. However, the secondary and post-16 students are not developing a deeper understanding of poems and novels by comparing and contrasting. Independent writing is underdeveloped.
- The Arabic department has made significant improvement in aligning its teaching delivery and assessment to curriculum expectations. The impact of these changes is more evident in the primary than in the other phases.
- The school is providing extra reading material for students. However, in lessons there is limited development of higher-order reading skills such as analysis and inference.

For development


- Provide more challenging activities that enable students to compare and contrast different reading and writing genre and that develop improved independent writing 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 in both phases are making the expected progress in their language development based on their starting points, and reach standards broadly in-line with expectations.
- Most students are increasing their range of vocabulary and structured writing especially in the secondary phase. However, in many lessons in the lower primary phase, progress is sometimes limited due to ineffective teaching and poor class management. Opportunities for oral development are limited and, as a consequence, verbal interaction is weak.
- Some appropriate curriculum modifications are made when it comes to reading short paragraphs and structured writing for beginners. All teachers are expected to use classical Arabic but their pronunciation is not always accurate.

For development


- Develop oral and independent writing skills.

| | | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------|------------------|---------|-----------|-----------|
| English  | Attainment | Very good | Good ↑ | Very good | Very good |
| | Progress | Very good | Good | Very good | Very good |

- Attainment and progress are strong in the Foundation Stage, and in the secondary and post-16 phases. Examination results for AS and A level are outstanding. Secondary students achieve outstanding IGCSE results for English as a first language, and IGCSE English Literature, and very good results for English as a second language.
- Students' understanding in all phases is developed through open, probing questions to check learning regularly throughout lessons. Students are given time to "think, reflect, and share" with a partner before replying.
- Attainment is improving in the primary school. Subject specialists rather than class teachers are now teaching classes from Years 3 to 6. There is a greater emphasis on reading strategies. Provision for reading is well-developed and effective throughout all phases of the school.

For development


- Use CAT4 data in planning to provide appropriate activities and resources to meet the needs of different groups of students.

| | | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------|------------------|---------|-----------|---------|
| Mathematics  | Attainment | Very good ↑ | Good ↑ | Very good | Good |
| | Progress | Very good | Good ↑ | Very good | Good |

- In the Foundation Stage, assessment information indicates that children are exceeding expectations. In the secondary phase, a large majority of students achieve better than expected standards. This is not always supported by classroom observations. In the primary and post-16 phases, the majority of students achieve better than expected standards.
- Foundation Stage children have a very good understanding of number concepts. In the primary phase, students are developing a good foundation in mathematical fluency. Secondary and post-16 students are more proficient in working flexibly with number concepts to solve problems.
- Students demonstrate very good skills in mathematical and algorithm fluency and use these when explaining their understanding and interpreting results. However, across all year groups, students' skills of inquiry and investigation are underdeveloped.

For development

- Ensure conceptual understanding and mathematical skills, such as reasoning and investigation, are developed effectively.

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|---------|-----------|-----------|
|  Science | Attainment | Very good | Good ↑ | Very good | Very good |
| | Progress | Very good | Good ↑ | Very good | Very good |

- A large majority of students in the Foundation Stage, and in the secondary and post-16 phases achieve better than expected standards. In the primary phase, the majority of students achieve better than expected standards. Results in external examinations, especially IGCSE, are very good or better.
- Almost all students make better than expected progress against their CAT4 predictions. Results in external benchmark tests exceed expectations. In lessons, attainment and progress are not consistently evident in all phases, particularly in the primary phase.
- Most students demonstrate confidence as presenters, showing high levels of knowledge, skills and understanding, but their inquiry-based scientific investigation skills are less well developed.

For development

- Develop investigation skills through the STEM, inquiry-based approach, ensuring students in all phases use their critical thinking and problem solving skills.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|---------|-----------|-----------|
| Learning Skills | Very good | Good ↑ | Good | Very good |

- Most students are positive about their learning and are confident, independent and collaborative learners in all phases. In the Foundation Stage, children are happy and willing to contribute, but still need guidance in understanding how they can improve.
- Learning skills are very well-developed in the post-16 phase and planned activities place greater responsibility on students to work independently, to find solutions to problems, to think for themselves and to develop their own ideas and opinions.
- The use of technology to support learning is limited in most subjects and all phases. Students' ability to apply their learning confidently in new contexts is also underdeveloped in the primary and secondary phases. Critical thinking is a developing feature in the majority of lessons.

For development

- Provide more opportunities for students to use technology in lessons to develop investigative, research and problem solving skills, and to take more responsibility for their own learning.

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

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

- Behaviour and relationships are very positive, particularly in the Foundation Stage and the post-16 phase. Attendance is at least good in all phases. However, too many students are not proactive in seeking critical feedback. Punctuality and behaviour outside of lessons are not always appropriate for a few students in the secondary phase.
- Students have excellent attitudes and are developing habits of healthy lifestyles in the Foundation Stage and the post-16 phase. However, in the primary and secondary phases, responsibility and self-reliance are less positive. Lower primary students sometimes become disengaged when teaching is not effective.
- The school has recently begun to use a new software system to track and monitor behaviour but its impact is not evident in the primary and secondary phases.

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

- Almost all students across the school, but especially in secondary and post-16 phases, show a clear knowledge and appreciation of Islamic values and how these influence society in the UAE. Tolerance of differences and respect for others is prevalent throughout the school.
- Emirati heritage and culture are well known and understood. Each morning students sing the UAE National Anthem but not all have memorised it. Students have a rich understanding and appreciation of global cultures and of belonging in their own culture. Children in the Foundation Stage can recognise the flags of different countries.
- Students' ability to make links between their own and other cultures, for example, arts, folklore and traditions, is developing.

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

- The development of social responsibility is excellent in all four phases. It is underpinned by the provision of many community initiatives which are often initiated, planned and led by the students themselves.
- A particular strength of the school is the structure and role of the Students' Senior Leadership Team (SSLT) which encourages students to develop key skills in leadership, innovation and responsibility, supported and mentored by key members of staff.
- Students show care and concern for their school community, actively seeking ways to improve the environment and the experiences of those in the school. They also participate in projects which have an impact in the wider local and global communities.

3. Teaching and assessment

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

- Teachers in the Foundation Stage have a secure understanding of how children learn and plan engaging activities. In the post-16 phase, teachers have strong subject knowledge and are skilled in using probing questioning to promote deeper thinking. In other phases, especially in Arabic, questioning does not sufficiently develop critical thinking.
- Most lessons are planned carefully with intended learning outcomes and success criteria matched to students' different needs, and make reference to the development of critical thinking skills. In practice, not all lessons are successful in challenging all groups of students.
- The changes made to the monitoring of planning and teaching are beginning to have a positive impact but are not embedded. Consequently, the quality of teaching in the primary phase particularly, and in Arabic as an additional language and Islamic education, is variable.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|------------|-----------|---------|
| Assessment | Very good | Acceptable | Good | Good |

- The Foundation Stage has very good processes for the continuous assessment of children's skills and development. Assessment practice in the other phases, especially primary, is less well-developed.
- The internal processes for assessment are developed for all phases and directly linked to curriculum standards. In the primary phase, these are not implemented consistently in the classroom. The school uses external assessments appropriately in order to assess current students' attainment, to monitor their progress, to identify gaps in learning, and to set targets.
- The school analyses the assessment data in depth to identify significant inconsistencies between actual and potential attainment. Subject leaders make use of the CAT4 data to include students in target setting and to inform teachers' planning.

For development

- Ensure that teachers' understanding of students' learning is of a consistently high quality especially in the primary phase.
- Ensure assessment information is used effectively to plan learning activities for all students that are challenging, achievable and enable better progress.

4. Curriculum

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

- In the Foundation Stage there are well planned activities that engage and interest children. The primary curriculum offers appropriate core and foundation subjects. In the secondary and post-16 phases, students study the core subjects and can select additional subjects from a range of options.
- The strengths of the curriculum are the breadth of subjects and the pathways offered to students in the secondary and post-16 phases. These provide academic and vocational opportunities including science and technology, and physical and creative subjects.
- The primary curriculum has improved since the last inspection. Specialist subject teachers are deployed from Year 3 onwards. There is also a more structured approach to the teaching of reading, and the Arabic curriculum is aligned more closely to the MoE curriculum expectations.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------------|------------------|-------------|-------------|-------------|
| Curriculum adaptation | Very good | Very good ↑ | Outstanding | Outstanding |

- An annual curriculum review, taking into account parents', students' and teachers' feedback, as well as external initiatives, is used to make changes to the curriculum that improve opportunities for most students.
- In the primary phase, recent adaptations to the curriculum, and the inclusion of more specialist teachers for languages, music and art, are having a positive impact on students' outcomes and provide increased opportunities for students to develop their creative skills.
- A wide variety of extra-curricular activities, which includes sports, debating and community projects, provide opportunities to meet most students' interests and enhance their academic and personal development. Events are often arranged in partnership with other Dubai schools and organisations.
- The school provides Arabic for all children in the Foundation Stage. FS1 children take a 20-minute Arabic session per week, while FS2 children have two sessions. These cover letters, numbers and songs.

For development

- Improve the modification of the curriculum in Arabic and Islamic education, especially in the primary phase, in order to meet the needs of all students.

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

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

- The school is a safe, secure and caring learning environment. There are clear and detailed policies and procedures for all aspects of health, safety and security. Buildings are well maintained and there are very efficient arrangements for school transport.
- Particular strengths are the child protection procedures, of which all staff, students and parents are aware, and the provision and promotion of safe and healthy lifestyles.
- There has been a number of substantial improvements to the premises since the last inspection; there are additional fire safety systems, the electrical system has been rewired, washrooms have been refurbished, and there have been improvements to the auditorium, furniture and fittings. These reflect the school's commitment to the health and safety of students and staff.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------------|------------------|-----------|-------------|-------------|
| Care and support | Very good | Very good | Very good ↓ | Outstanding |

- Relationships between students and adults are very positive across the school, and exemplary in the post-16 phase. Great importance is given to monitoring and improving students' well-being in all phases. Academic guidance and support for personal development are very strong.
- The school has recently improved its systems for monitoring and managing students' behaviour, which are currently at an early stage of implementation. The school promotes attendance well, although teachers do not systematically follow up lateness to lessons, especially in the secondary phase.
- Systems for identifying students with special educational needs and those who are gifted and/or talented are comprehensive and thorough. However, support for these students, especially those in the secondary phase, is inconsistent in quality in the majority of lessons.

For development

- Ensure, through appropriate training and rigorous monitoring, that all teachers consistently plan and deliver high quality learning support for all students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- School leaders have appointed a champion for inclusive education, and are in the process of forming a strategic action team. They await the appointment of a governor responsible for inclusion. Action planning and monitoring of the use of individual education plans in the classroom are not rigorous enough.
- Referral, assessment and planning are comprehensive although less robust in the Foundation Stage. Provision for meeting students' needs in lessons is inconsistent because teachers' planning does not always take full account of the available information about students' special educational needs.
- The school keeps parents very well informed, through regular communication, about the plans made for their children and the progress they are making. The school's strong connections with external organisations helps them to provide a very good range of support.
- Learning activities for students with SEND, who receive support from a learning support assistant (LSA), are normally matched to their needs because LSAs liaise effectively with subject teachers. However, teachers do not consistently take account of the needs of individual students with special educational needs.
- Overall, the majority of students make better than expected progress academically. Students benefit from regular formative assessment as part of their support programme. Tracking and monitoring within the SEND department is basic and lacks rigorous analysis against defined expectations.

For development

- Ensure leaders and teachers in all subjects are provided with clear information that helps them match their planning to the needs of students with SEND.
- Senior leaders should rigorously monitor the quality of modifications planned and delivered by teachers.

6. Leadership and management

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

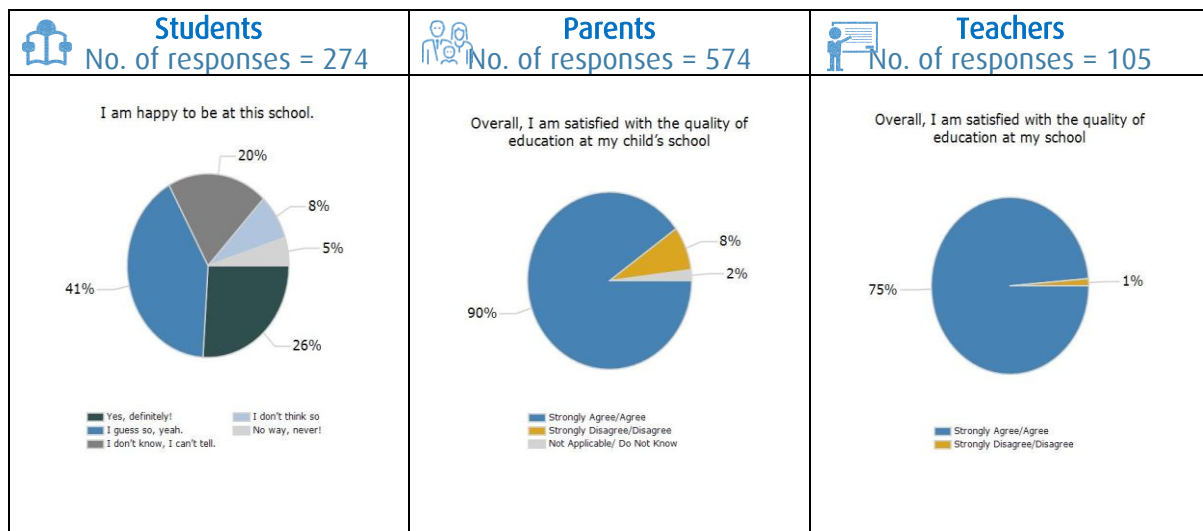
- The new school leadership team has a clear vision for the school that is closely linked to the UAE national and Emirate priorities. The leaders promote an inclusive and caring ethos, which is focused on students' well-being, through developing positive relationships amongst all stakeholders. The processes for driving change are not systematic or fully effective.
- The school leaders have recognised and prioritised areas for further development; these are in line with the findings in this report. More detailed action plans have been developed to implement strategies aligned to the priorities. The action plans are not underpinned by analyses of data and the school has no reliable evidence of the impact of these strategies on students' learning.
- Parents are actively involved in the education of their children and their views are regularly sought. The channels of communication between the school and the parents are very effective. Parents receive regular reports about their children's achievements. Parents of students of determination receive daily feedback from their children's learning support assistant. There is significant involvement in the local and wider community.
- The governing board and the local advisory board, composed of representatives of most stakeholders, meet regularly. They are very supportive and exert a positive and direct impact on school performance. Governors are aware of the previous inspection report's recommendations, and have taken action to address these. They ensure that appropriate staffing and resources are available. They hold the school leaders accountable for the overall performance of the school.
- The day-to-day management of the school is effective. The school has appropriately qualified teachers and support personnel who are well-deployed. The school provides a range of professional development opportunities for teachers. These are aligned with the school's priorities. The school infrastructure remains a limiting factor but class sizes for younger students have been reduced. The school provides a range of resources for effective teaching and learning.




For development

- Use data analyses to inform improvement plans with measurable students' outcomes.

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 | <p>A large minority of students who responded to the survey indicate that they do not read well in Arabic, and a few indicate they do not read Arabic at all. The most positive responses are in relation to working with other students who are different from themselves, and their understanding of Islamic values in Dubai. These findings are supported by the inspection evidence.</p> |
|  Parents | <p>Almost all parents who responded are satisfied with the education the school provides for their children. They indicate that their children are happy and feel safe at school. The areas of concern for a minority of the parents are reading for pleasure at home, and literacy and reading in Arabic. In general, the inspection findings support the parents' views.</p> |
|  Teachers | <p>Almost all teachers responded very positively to the survey questions. The least positive response matches the parents' concern regarding the promotion of literacy and reading in Arabic. The inspection findings are not as positive as those of the teachers.</p> |

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