



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Dubai English Speaking School

Curriculum: UK

Overall rating: Very good

Read more about the school →



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“Great achievements remind us to be humble, but we should always be determined to do more”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Umm Hurair
Type of school	Private
Opening year of school	1963
Website	www.dessdubai.com
Telephone	04-3371457
Address	PO Box 2002, Oud Metha Rd.
Principal	Catherine Dando
Language of instruction	English
Inspection dates	9 to 11 November 2015

Students



Gender of students	Boys and girls
Age range	3-11
Grades or year groups	Foundation Stage 1 - Year 6
Number of students on roll	966
Number of children in pre-kindergarten	88
Number of Emirati students	7
Number of students with SEND	53
Largest nationality group of students	British

Teachers / Support staff



Number of teachers	69
Largest nationality group of teachers	British
Number of teaching assistants	32
Teacher-student ratio	1:20
Number of guidance counsellors	1
Teacher turnover	13%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK / Early Years Foundation Stage (EYFS)
External tests and examinations	English National Curriculum SATS
Accreditation	British Schools of the Middle East (BSME)
National Agenda benchmark tests	GL progress tests

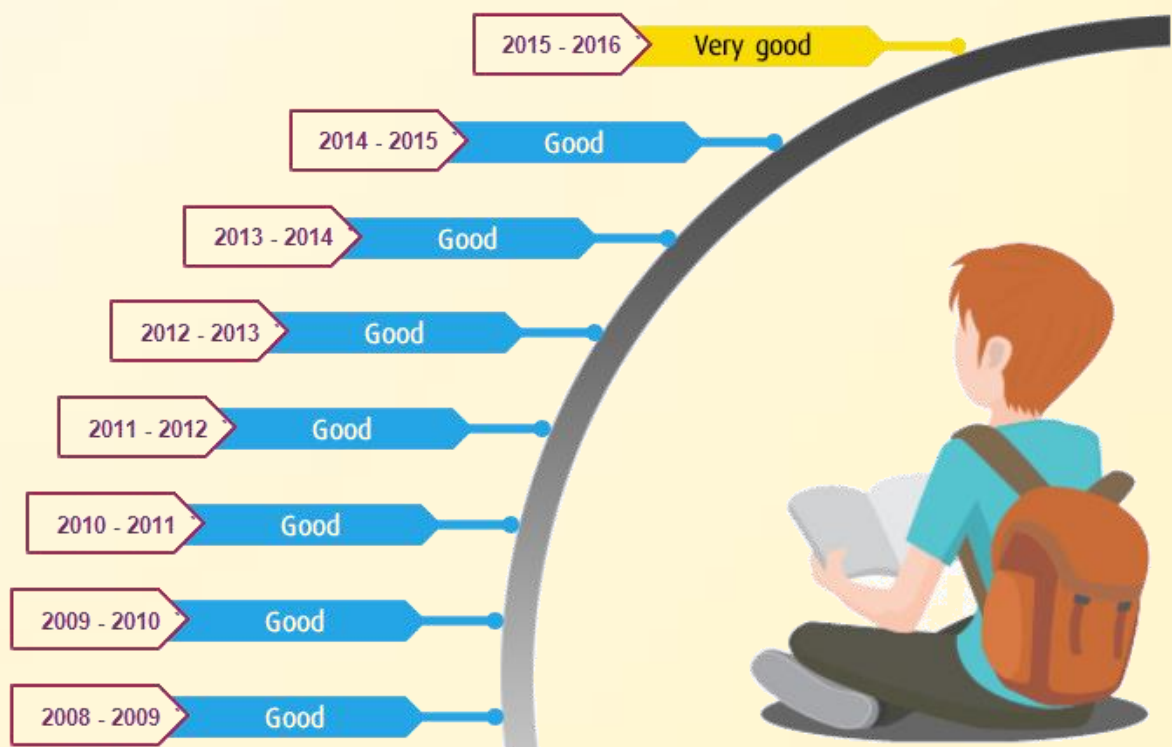


Summary for parents and the community

Dubai English Speaking School was inspected by DSIB from 9 to 11 of November 2015. The overall quality of education provided by the school was found to be **very good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Dubai English Speaking School** provided **very good** education for its students.

- In the Foundation Stage (FS) attainment was very good in English and outstanding in mathematics and science; progress was outstanding. Early work in Arabic was proving very successful. In primary, attainment and progress were outstanding in English, very good in mathematics and science and good in Islamic education. Attainment was acceptable in Arabic as a first language, but weak in Arabic as an additional language, although progress here was acceptable.
- Students' learning skills were highly developed and effective. Through initiatives such as 'Creativity, happiness and innovation' (CHI), students showed their capacity to adapt to new learning challenges where they demonstrated critical thinking and resilience.
- Students showed excellent attitudes to their work and high standards of behaviour and mutual respect. They had a strong understanding of Islamic values and an excellent awareness of the heritage and culture of the United Arab Emirates (UAE) and other cultures around the world. Their social skills were well developed through high quality opportunities to build responsibility and leadership skills.
- Outstanding teaching in FS and very good teaching in primary classes engaged students' interest and led to enjoyable and highly effective learning experiences. Imaginatively planned lessons with innovative ideas demanded commitment, concentration and creative thinking. Students rose to the challenge.
- The curriculum in most subjects was of the highest quality and offered a rich variety of experiences. Options such as psychology and business studies and a broad range of sporting and arts based activities ensured that students' interests were well catered for. A wide variety of extra-curricular activities offered further enrichment.
- The school was a safe, caring and supportive environment in which students could enjoy their education. They felt valued and those with special educational needs and disabilities (SEND) were given the support they needed to make very good progress.
- The relatively new senior leadership team under the determined leadership of the headteacher had promoted and embedded a clear and aspirational vision for the school's development. 'Irresistible learning' was seen as being at the centre of the school's character. Governors provided good support for school improvement. Leadership tasks were widely and effectively devolved with the purpose of building further capacity for improvement.



What did the school do well?

- The senior leadership team had established a strong and consistent vision for the school's future development built around the concept of 'irresistible learning.'
- Children made outstanding progress in all areas in the FS and students in the primary phase performed strongly in English, mathematics and science.
- Excellent learning skills were developed within an innovative curriculum that excited and engaged students.
- Students' personal development was outstanding and the school offered very effective support to all including students with SEND.
- There were excellent opportunities for students to develop responsibility and leadership.
- Teaching was energetic and motivating and well supported by skilled support staff.



What does the school need to do next?

- Raise the challenge in lessons for Arabic as a first language.
- Raise the levels of expectations in the Arabic curriculum for those students who are learning it as an additional language, by:
 - realigning the level of challenge in the curriculum
 - improving the accuracy of assessment to ensure that it reflects students' genuine standards of attainment.
- Increase the awareness of the governing body in relation to the school's safeguarding responsibilities.



How well did the school provide for students with special educational needs and disabilities?

- The well qualified staff led by the dedicated assistant head teacher had successfully developed all areas of provision for students with SEND. The SEND policy showed a commitment to the development of an inclusive school and teachers successfully implemented it.
- Students with SEND were identified at an early stage, and appropriate support was given. This support was well tailored to meet the specific needs identified.
- Parents of students with SEND were kept fully informed of their children's progress both on a formal and informal basis and were very happy with the support supplied. However, most parents had little involvement, in developing the child development profiles of their children. Plans for increased parental involvement were in place.
- Class teachers made modifications to all lessons to ensure that the students with SEND could effectively participate. Support was also provided during small group sessions and in one to one lessons. Child Development Profiles were drawn up to support independent learning, but additional changes were required to these to make student progress easier to measure.
- The progress of students with SEND was monitored carefully and especially so in English, mathematics and science. Students made good or better progress in these subjects and acceptable progress in Arabic as an additional language.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards National Agenda targets.
- Adoption of the National Agenda was uneven across the school. There was scope to increase awareness of the National Agenda targets, but plans were in place to improve this via the school website and learning hub. Teachers were well informed of the benefits of TIMSS targets and similarly the important value of internationally benchmarked tests, such as GL assessments, for confidently tracking students' progress over time.
- The school had a well-established practice of reviewing and developing its curriculum. Curriculum alignments were normal practice in advance of participation in TIMSS. As a result, the curriculum was successfully aligned to TIMSS expectations.
- Teachers' strategies were very effective in developing critical thinking. The structure of lessons ensured that students were central to the learning process and, in most subjects, there were strongly developed links to other areas of the curriculum. This allowed students, as leading learners, to have confidence in their critical thinking skills and was a strong feature in English, mathematics and science across the school.
- Resources and their use were also well-developed. Across all subjects there was evidence of a wide variety of resources being used to enhance learning. For example, in Year 5 students used electronic tablets and samples of expedition clothing to decide the essential items for a backpack. This was done in the context of maximum weight linked to body weight for safe climbing. This was significantly beyond expectations.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.








Promoting a culture of innovation:

- There was a strong culture of innovation embedded within the school's curriculum. Staff were proactive in their search for inventive ways to enhance learning. The commitment of the school's leaders to developing creative learners was exemplified by its investment in a 'head of innovation' and the promotion of 'innovation leaders' amongst the student population.

Overall school performance

Very good ↑

1. Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable ↑
English 	Attainment	Very good ↓	Outstanding
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good ↓
	Progress	Outstanding	Very good ↓
Science 	Attainment	Outstanding	Very good ↑
	Progress	Outstanding	Very good ↑

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good ↑
Assessment	Outstanding	Very good ↑

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good ↓
Curriculum adaptation	Outstanding	Very good ↑

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

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
English	Very good ↓	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- A large majority of children attained above expected levels in all aspects of English. Their progress was outstanding because of the many and meaningful opportunities given to develop their speaking and listening skills from their first days at school. As children began to speak with confidence, they also made outstanding progress in the development of their phonic, word recognition and early reading skills. Their knowledge of letter formation and their rapidly developing understanding of sentence construction meant that most FS 2 children could construct and write a sentence for a clear purpose. However, some children still needed a little support.
- Most children were working above expected levels in mathematics. Children in FS 1 were beginning to count with some accuracy. In FS 2, all children could count accurately and most were able to order numbers to 20 and beyond. They were also gaining confidence in adding and subtracting orally and a majority could write number sentences for their calculations. Children made outstanding progress in all aspects of mathematics. A firm foundation of number, shape and measure, resulted from consistent and progressive teaching. In addition, active learning opportunities enabled children to use and practise their skills in a wide range of imaginative and motivating activities.
- In science most children were attaining levels above those expected for their age. Children used the inspirational learning environment to enquire, investigate and discover things for themselves. Children made outstanding progress in learning scientific skills from very early in their FS 1 experience. The youngest children put on their science coats with enthusiasm when investigating the outside area. They used magnifying glasses to support their observations of the inside of a pumpkin. Children in FS 2 were developing their science vocabulary and their understanding of the concepts of floating and sinking. They investigated the properties of materials in water. Most were able to describe their findings accurately.

Primary		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Acceptable ↑
English	Outstanding	Outstanding
Mathematics	Very good ↓	Very good ↓
Science	Very good ↑	Very good ↑

- In Islamic education, Arab Muslim and non-Arab Muslim students attained well and made good progress against the national UAE Ministry of Education (MoE) curriculum standards. Internal examinations measured students' attainment and progress. Students could name the Five Pillars of Islam and Iman and list the characteristics of the Prophet Mohammed (PBUH). They could recite short Surahs using Tajweed rules and reflect on their meaning. They understood the meanings of the different names of Allah and were able to relate the characteristics of the Prophet as a model for Muslims to follow in their daily lives. They knew the main purpose of events such as 'the trench battle' and could apply the group prayer (Salat Al Jamaha). Progress over time for most groups of students was above expected levels.
- In Arabic as a first language, students' attainment and progress were acceptable against national curriculum standards. Their skills of listening and responding were stronger than those of reading and writing. In their speaking, students were steadily building their vocabularies and most could form sentences that demonstrated their understanding of the main concepts being taught within their lessons. Most students could read familiar texts and the majority could understand and explain the main ideas. In their writing, students demonstrated the ability to copy script at an appropriate level and most could spell with reasonable accuracy. They demonstrated understanding of grammatical conventions appropriate to curriculum expectations, but their independent writing was limited in both its length and its complexity. Progress over time for different groups was similarly acceptable.
- In Arabic as an additional language, attainment was weak when compared to expectations of the MoE curriculum, but overall progress was acceptable for the different groups of students. Internal assessments were used to measure students' attainment but the level of challenge set in those assessments was too low. Students could follow teachers' basic instructions in Arabic and could read short sentences, but much of their pronunciation was incorrect. Writing was developing though not beyond short statements. School diagnostic tests were not sufficiently reliable to provide a realistic picture of students' grasp of the language. Students in lower primary and those encountering Arabic for the first time were making better progress than those of the upper primary because they were being challenged at a more appropriate level.
- In English, students' attainment as measured against national and international standards was outstanding. Assessment information and work samples indicated that, in relation to their starting points, most students reached higher levels of attainment than expected. Students demonstrated excellent understanding of a range of texts and were able to identify key features, themes and characters. Their writing was varied and interesting, conveying meaning clearly, in a range of forms for different readers. Most students made excellent progress in lessons. Frequent opportunities to contribute to class discussions enabled students to ask searching questions in response to the ideas and views of others. Progress over time was outstanding, especially in speaking, listening and reading. Students with SEND made similar progress to others in lessons.

- In mathematics, attainment and progress were consistently above curriculum, national and, more recently, international expectations for most students. Students had very good knowledge and skills were successfully applied to a wide variety of relevant and interesting real-life situations, such as the costing of a tourist trip in Dubai. This led to better than expected application of critical-thinking skills. Most students were very competent in their understanding and use of mathematical cognitive skills. They demonstrated a solid grasp of key numeracy methods. Better than expected progress both in lessons and over time was evident throughout the classes and all groups of students progressed very well including those with SEND.
- The large majority of students attained levels in science that were above curriculum expectations and national and international standards. These high levels of attainment had been consistently maintained over a period of time. Attainment was further strengthened because students' knowledge and understanding was made more robust because of the increasing number of investigative experiences that were built into class topic work. Skills in science were developing very well. All groups of students made better than expected progress from their starting points.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students were active and enthusiastic participants in learning. They were excited by the learning process. They were involved in a broad range of activities supported by a rich array of resources and inspirational learning environments. Their independent use of technology was especially popular because it enabled them to research and capture their findings for further referencing.
- Students were very adept at assuming group roles and responsibilities. They worked collaboratively towards meeting the lesson outcomes. Students had their own ideas as part of their tasks and were very skillful at explaining and discussing these as part of the process of learning. They also listened attentively to the ideas of other group members and often reflected on ideas that were new or different.
- Real hands-on experiences motivated and excited students. These led to situations where students learned independently and took responsibility for their own and others' learning, while making connections between different subjects. Students had developed a wide range of personal learning attributes and they expertly moved between skill sets in different subjects to resolve tasks efficiently. In a Year 4 science class, for example, they enhanced their understanding of salt as a preservative by connecting the learning to mummification in their Egyptian history topic.
- In most classes the 'hook' for learning was often 'how', 'why' or 'what if'. This approach motivated students to find answers to problems, to prove things for themselves and to use previous learning in new circumstances. Excellent enquiry skills were observed in science investigations and where students solved problems that had been subtly built into the lesson objectives.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students had exceptionally positive attitudes toward all aspects of their schooling. They were self-reliant and thrived on constructively critical feedback, showing considerable responsibility for improving their learning.
- Behaviour was exemplary during all aspects of the school day and self-discipline was a well-established feature. This ensured a very welcoming and positive school environment. Children and students were resilient in their desire to achieve to the best of their ability.
- Students were encouraged to listen to each other and their communication with peers was mature and often reflective. They were very supportive of each other. Student relationships with teachers and other adults in the school were very positive and respectful.
- Most students had very healthy lifestyles and were conscious of safety. They routinely wore sun hats while outside, had healthy food in their lunch boxes and participated actively in physical activities during play time.
- Attendance was 96 per cent, which was very good and reflected the students' enthusiasm for school. Almost all students were punctual when arriving at school and to lessons.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Outstanding

- Students had a well developed appreciation of the role and values of Islam in UAE society. They could talk in some depth about the Eids after Ramadan and after the Hajj pilgrimage.
- Almost all primary students were able to explain how the UAE had kept its Islamic nature despite the great diversity of people living there. Most students could explain the main features of the UAE's culture and its heritage. They participated fully in the school's National Day celebrations and were knowledgeable about Arabic foods, UAE leaders and architecture.
- Students talked in depth about their own culture and enthusiastically explained the main features of their heritage to others. They participated in the school's 'International Day' and recalled in detail the ways in which their friends and parents set up stalls with unfamiliar national dishes. Students could talk with understanding about their closest friends' cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students of all ages were responsible members of the school's community. Student leaders were extremely proud of their role as ambassadors for the school and of their positive contribution to the wellbeing of other students. They had a significant portfolio of charities they supported and naturally linked their charity work to the school focus on rights and responsibilities.
- Throughout the school, students had an excellent work ethic. They were very aware of what other factors made them successful in their school life, including the unstinting support of teachers and friends, and the empowering ethos of the school. The innovative curriculum opportunities enabled students to make effective use of their initiatives and their enterprise skills.
- Students regarded the care and good order of the school as their responsibility from a young age. They were very conscious of the need to recycle and the eco club had actively campaigned to reduce the carbon footprint of the school's water cups. Most students were aware of the wider Dubai issues of recycling, sustainability, desalination and conservation.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good ↑

- Most teachers had a thorough knowledge of their subjects. This ensured that they engaged the interest of their students and were confidently able to challenge them to reach the next level of understanding.
- Learning was engaging because teachers planned lessons that appealed to students' natural inquisitiveness. Learning environments were inspirational and captured students' imagination. Teachers worked enthusiastically to produce exciting resources and thus students became very resourceful in their own learning. Progression in tasks was well planned and optimised learning. In a few lessons, time management issues led to a pace of learning that was slower than students' capabilities.
- Teachers were adept at interacting with students who were frequently required to focus their concentration to produce insightful discussions and reflections. Skillful questioning sharpened learning and was often varied in emphasis and challenge to suit individual needs. This improved students' confidence and enjoyment and aided their progress.
- Very well facilitated collaborative and independent learning was in place for the youngest children in their 'doing time'. For the oldest this was evident when students planned and resolved complex tasks and investigated and made presentations to their peers. A range of technology was used to promote research such as using the 'learning log', which deepened students' understanding and developed impressive thinking skills.
- Teachers knew their students very well. They planned and often adapted tasks to appropriate levels. They skillfully used a variety of resources to suit differing needs, including those of students with SEND. Teaching was highly effective in supporting learning and in challenging students to maximise their progress.
- Teaching of Arabic as a first language was sufficiently structured to be effective in securing acceptable attainment and progress for the different groups of students.

- In a minority of lessons of Arabic as an additional language, teaching did not ensure that the content engaged the interests of the students enough. It did not consistently challenge them to reach the next level of understanding.

	Foundation Stage	Primary
Assessment	Outstanding	Very good ↑

- Internal assessments were linked clearly to the newly devised curriculum standards in most subjects. The data was used to measure both standards of attainment and rates of progress students made as they moved through school. Well-informed analysis of this information enabled staff to profile the academic progress and the personal and social development of all students.
- Attainment and achievement profiles at different stages of school life were sensibly compared with similar school profiles internationally, as well as with international benchmarks. New curriculum standards had been cross-checked to ensure they matched the criteria for the acquisition of correct English, mathematical and scientific skills and knowledge at appropriate international levels.
- There was a strong culture of utilising assessment information to identify gaps in short-term learning or dips in students' progress over time. Groups of students were routinely compared to check relative progress and this information was used well by teachers. Monitoring was regularly undertaken to check that students were making the appropriate progress and to ensure teaching or the curriculum were adapted where necessary.
- The school had prioritised the use of formative assessment when planning lessons and as early as the FS, individual targets were becoming embedded in classroom life. This epitomised the excellent personal approach to learning embraced by the school and had an impact on teaching and curriculum decisions.
- Teachers knew their students very well and were increasingly aware of the appropriate data that defined their attainment and progress. They used this information effectively in lessons and routinely intervened to offer support or additional challenge. These strategies were less consistently used to give insightful targets about the next steps in learning and giving advice through the marking of books, although verbal feedback was strong.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good ↓

- The curriculum across the school had breadth and balance and was entirely suited to students of all ages. It included many creative, physical and practical experiences to strengthen knowledge and skill development. Themes and learning opportunities were personalised to suit the needs and interests of students and their environment. This helped provide relevant and real life learning experiences.
- Planning between year groups and across phases both within school and when students transferred, prepared them well for the next stage in their education. The curriculum was very well planned to ensure structured progression in almost all subjects but the sequence of planned programmes in Arabic as an additional language lacked continuity in learning from year to year and required more challenge.

- Foundation Stage children were provided with daily choices to enable them to apply their skills in English, mathematics and science to a wide range of imaginative 'doing' opportunities. Students in Year 4 developed entrepreneurial skills within their themed work. Years 5 and 6 students had innovative options such as business studies, psychology, economics and Spanish as part of their preparation for the next stage of their education.
- Cross-curricular themes in both FS and primary phase were systematically planned to ensure that students' skills across subjects were developed in meaningful and interesting contexts. The curriculum provided excellent opportunities for independent learning and research. A recent development of the 'concept enquiry curriculum' encouraged more opportunities for critical thinking and a deeper understanding of what was being learned.
- The school had regular reviews of the curriculum in relation to students' achievements, aspirations and the national priorities. It took account of the views of parents and students. Staff reflected on the range, quality and impact of the curriculum on students' academic outcomes and personal development but this was not as strong in Arabic as an additional language.
- The school had consciously promoted the integration of aspects of UAE social studies into its curriculum planning. It therefore addressed national identity, Islamic values and ethos, culture, tradition and citizenship in a meaningful context which enhanced students' understanding.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Very good ↑

- The curriculum offered an excellent range of opportunities to motivate and inspire all students. The school enhanced every aspect of the curriculum through broad interesting themes such as that on the Second World War in Year 6. These were cross-curricular and offered opportunities to develop critical thinking skills. Collaboration and innovation were well developed. Opportunities for enterprise, creativity and social contributions were embedded throughout all curricular areas.
- The school provided a curriculum that gave access to all students at an appropriate level. In many areas students were excited by the extent of independence given and the responsibilities expected of them. For students with SEND, the curriculum was well adapted through the use of child development programmes. The school also recognised those who were gifted and talented and had devised enrichment programmes for them.
- Links to Emirati culture and UAE society were interwoven within the learning fabric of the school and were exceptionally well developed in the FS. Year 3 had taken 'Dubai's Greatest Treasure' as their common theme for the term and so different subjects and curricular areas were linked closely to that theme. The school had appointed a cultural leader to promote inter-cultural relations further.
- Arabic in FS was very well developed and greetings in Arabic were the norm. The names of common features and events were printed in Arabic as well as in English in every classroom. Children often practised these words with great enthusiasm throughout lessons.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Arrangements to ensure a healthy, safe and secure environment were in place. All staff were given training in awareness and management of children with potentially life-threatening conditions such as epilepsy, diabetes and severe allergies. Safety checks were frequent and rigorous and supervision of students was exceptionally effective at all times.
- Buildings and equipment were maintained in excellent condition. The school kept very detailed and secure records, including those of incidents and subsequent actions. Regular fire drills were carried out, logged and reviewed to improve efficiency and safety.
- Procedures for the care, welfare and safeguarding of students were in place and provided a safe and secure environment for all students. The school's health and safety policy was clear and gave guidance on all aspects of student safety and wellbeing including the use of the internet and of social media.
- There was counselling available for any student who required it. The school's promotion of safe and healthy living was a key priority and clearly influenced all aspects of school life. All students wore sun hats at playtime and for sports and were actively encouraged to regularly rehydrate. Premises and facilities provided an excellent environment, which fully met the learning needs of all.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Teacher-student relationships were excellent. Teachers knew their students very well and had established a laudable rapport with them. The school had adapted the UNICEF code of 'Your Rights, Your Responsibilities', which enabled the development of mutual respect and trust between teachers and students.
- Effective procedures were in place to promote attendance and to ensure that students were punctual. These were constantly under review and had been successfully adapted during the school year, resulting in better tracking of the few students who were habitually late.
- The school had established robust procedures to enable the early identification of students with SEND. It successfully used a wide range of appropriate tests to ensure the accurate identification of these needs. The school had also established good procedures to identify students who were gifted and talented.
- Support for students with SEND was thorough and well-focused. The levels of support were well tailored to meet students' specific needs and included the development and effective implementation of child development profiles, the provision of in-class support and more personalised support on a one-to-one basis.
- Students were well supported across all sections of the school. Procedures put in place enabled them to voice their concerns and obtain appropriate support when necessary. The school had access to professional help from the wider community when required.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Very good

- The assistant headteacher, ably assisted by a well-qualified and dedicated staff, had made major strides in developing all areas of provision for students with SEND. The special educational needs policy showed a commitment to the development of an inclusive school. Teachers were made aware of the needs of these students and of the strategies required to sustain progress.
- The school successfully used a wide range of appropriate assessment strategies to identify students with SEND. The school had developed a graded system of intervention. Assistance was put in place for all students who had been identified and this bespoke assistance was well tailored to meet their specific needs.
- Parents of students with SEND were kept fully informed of their children's progress both on a formal and an informal basis and were very happy with the support provided. However, parents had had limited involvement in developing the child development profiles of the students.
- Class teachers modified all lessons to suit the children's needs and made sure relevance and meaning were sustained. Withdrawal lessons, one to one sessions, and targeted support sessions were used to individualise the curriculum to meet some very specific needs. Training supported the staff's understanding of methods to modify the curriculum and develop students' independent learning. However, there was a need to refine training further in order to make the proposed targets easier to measure.
- The progress of students with SEND was assessed regularly and monitored carefully, especially in English, mathematics and science. There was less rigorous monitoring in other subjects and of students' personal social and emotional development. The majority of students with SEND made good or better progress in English, mathematics and science, but students' progress was only acceptable in Arabic as an additional language.

6. Leadership and management

The effectiveness of leadership

Outstanding 

- The headteacher and principal, together with the relatively new senior leadership team, had set and promoted a clear and aspirational direction for the future development of the school. This was based upon the strong priorities of quality teaching and learning and student wellbeing.
- Leadership responsibility was widely and effectively distributed, and senior leaders were actively building the leadership capacity within the staff to highly effective levels.
- Staff morale was very positive, stemming from a confidence in the senior and middle leadership to bring about further improvement and maintain high standards. They purposefully drew upon the teachers' energetic approaches to their work.

- The school's leaders were working on many fronts to make the school an even better place for students to learn. Not all of these were designed to produce measurable improvement and some had still to be completed but their cumulative effect was to raise expectations and continue to refine the school's overall performance.
- There was a clear sense of collective accountability for school improvement at all levels of leadership. This corporate sense of endeavour was key to the school's continuing success.

School self-evaluation and improvement planning

Very good ↑

- Recent efforts to improve the accuracy of self-evaluation judgements were successful and, in most areas of the school's work, senior leaders had correctly identified strengths and areas for improvement.
- Both senior and middle leaders were engaged in an effective programme of monitoring the quality of teaching and learning, and had established a strong culture of self-reflection. Teachers' professional development was tied closely to school priorities but also accommodated individual needs where possible.
- The school improvement plan was well focused. It was based upon agreed priorities and supported by strong departmental planning. However, some intended outcomes were not expressed with sufficient clarity to be understood easily by a wide audience.
- Most of the recommendations in the last inspection report had been addressed and progress had been made in improving the provision for Arabic. However, for most primary students, levels of attainment and progress in Arabic as an additional language were still below other subjects.

Partnerships with parents and the community

Outstanding




- The school's leaders had successfully extended the range of opportunities for parents to become familiar with their children's current curriculum and to contribute to their learning.
- A new website and 'learning hub' had improved parental access to key information on both school activity and home learning. The school had responded very positively to extensive parental requests and suggestions.
- Reports and parent-teacher interactions were effective in providing parents with a regular picture of their children's academic progress and personal development. Access to students' individual targets enabled parents to offer support and encouragement.
- Links with other local schools and a number of local, national and international bodies such as 'The Centre for Cultural Development' and 'The British School of Coaching' had provided useful opportunities to raise knowledge and expertise.

Governance	Good
<ul style="list-style-type: none"> The board of governors had been successful in expanding the opportunities for parents to have a voice in the direction of school development. In conjunction with senior leadership, the governors had addressed a wide range of parental requests and suggestions. Governors effectively held the school to account for its performance. Results were scrutinised on a subject-by-subject basis and governors assured themselves through both analysis of data and direct observation that overall progress in the school was strong. The wide range of experience and expertise within the governing body was used well to guide decisions about the school's growth. Governors' funding decisions involving additional staff, improved facilities and extra resources had had a positive impact upon students' attainment and wellbeing. However, the governors' overall awareness of the school's responsibilities for safeguarding students was limited. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> All aspects of the day-to-day management of the life of the school were very efficient and impacted very positively on students' achievements. The school's innovative procedures and routines were highly effective. The school was appropriately staffed to fulfil the vision and mission that had been set. All staff were suitably qualified and benefited from extensive and often personalised professional development that was well matched to the school's priorities. Staff were very well deployed to optimise students' achievements. The school's premises were of the highest quality, with extensive specialist facilities that were designed well to allow access for all. All learning areas, including technology facilities, were of excellent quality, and were used constantly to promote students' achievements. Environments were highly conducive to high quality teaching and learning. An extensive range of the highest quality resources, well matched to the curriculum requirements and to teachers' and students' needs, promoted excellent teaching and learning. 	

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	134
	2014-2015	265
Teachers 	58	
Students 	5	

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

- A minority of parents and most teachers responded to their surveys. Responses were very positive with almost all expressing satisfaction over key elements of the school's work such as academic standards, including Arabic as an additional language, students' personal development, and teaching.
- Most parents who responded felt that their children made good progress in Islamic education. Almost all parents believed that their children enjoyed school, were safe, developed good learning skills, and were well prepared for the next stage in their education.
- Most parents thought that the school provided a good range of extra-curricular activities but a few felt that transport arrangements curtailed their children's access. Almost all parents felt well informed about their children's progress and thought that the school communicated effectively and took account of their views.
- The small number of responses concerning students with special educational needs were largely positive. Parents felt that needs were correctly identified and that students received the help they needed to make expected progress.
- Almost all parents and teachers felt that the school was well led.

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