



Arab Unity School

🇬🇧 Curriculum: UK

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Mizhar
Type of school	Private
Opening year of school	1974
Website	www.arabunityschool.com
Telephone	0097142886226
Address	P.O. Box 10563, Rashidiya, Dubai, UAE
Principal	Mr. Peter Hodge
Language of instruction	English
Inspection dates	9 – 12 January 2017

Teachers / Support staff	
Number of teachers	212
Largest nationality group of teachers	Indian
Number of teaching assistants	16
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	4 - 17
Grades or year groups	FS2 - Year 13
Number of students on roll	3445
Number of children in pre-kindergarten	0
Number of Emirati students	83
Number of students with SEND	232
Largest nationality group of students	Pakistani

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



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.

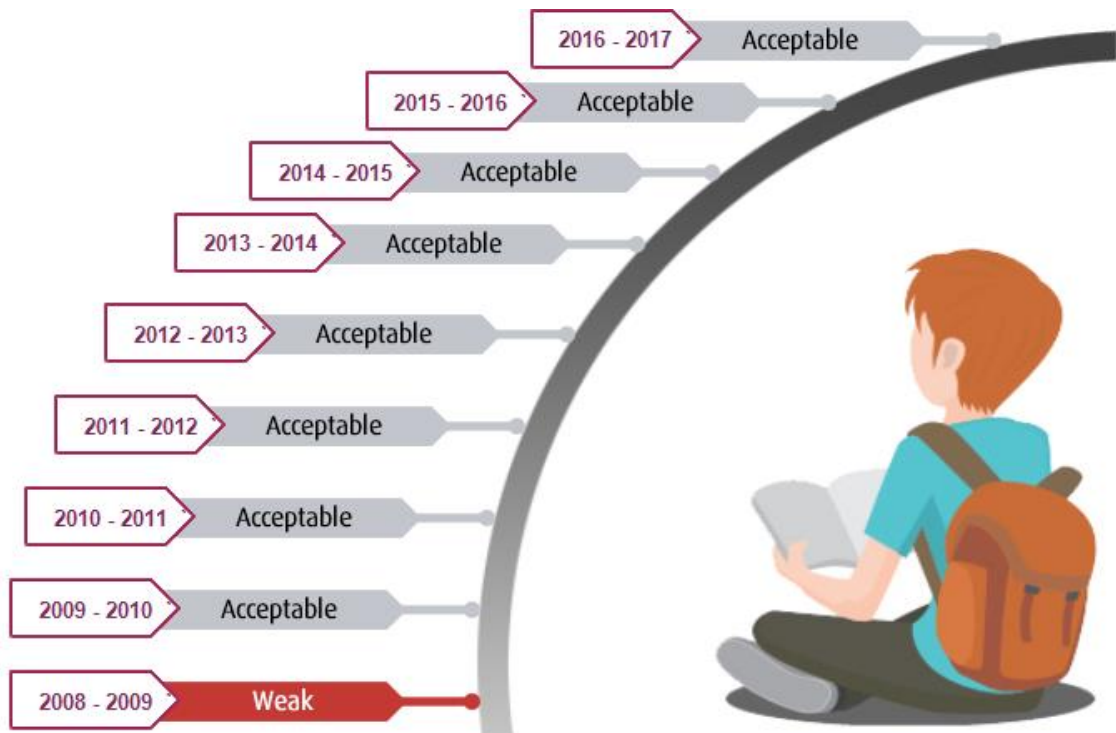
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Arab Unity School



- The school has consistently provided an acceptable quality of education over several years. Within this overall picture some improvements have been made. The school was opened in 1974. The principal has only recently been appointed. The school has 3445 students.
- As a result of stronger emphasis during lessons, students' learning skills have generally developed well in recent years. Students' behaviour and enjoyment of learning was highlighted in previous reports. Their understanding of the influence of Islam in the UAE was well-established.
- In previous inspection reports, assessment systems have been highlighted as being in need of improvement. The design of the curriculum required improvement to include a good range of subjects and options.

Summary of inspection findings 2016-2017



Arab Unity School was inspected by DSIB from 9 to 12 January, 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' progress and attainment in the key subjects remain varied and the overall picture is very similar to the previous year.
- Students' personal and social development is mostly good but only acceptable in the secondary phase because of concerns raised about bullying in both the boys' and girls' sections.
- For the most part, the teaching and learning are good. Although there have been some improvements in the primary phase, inconsistencies remain. Assessment is good in the FS and acceptable in the other phases.
- Curriculum design and implementation across the phases are good. Curriculum adaptation remains good in FS and the Post-16, and acceptable in the primary and secondary phases.
- The provision for the health, safety, care and support of students is good, except in the secondary phase where there is some work to be done to refine the school's response to students' concerns.
- The quality of leadership and governance is acceptable. Although the leadership team successfully promotes several initiatives, these have not had a quantifiable impact on students' performance. Leaders are working hard to secure more involvement of parents. The current partnership with parents and the local community is acceptable, as is the management of staffing, facilities and resources.

What the school does best

- In the majority of key subjects, students' progress and attainment are good in the FS, secondary and post-16 phases.
- There is a positive ethos; relationships between staff and students are strong in most phases.
- In the majority of lessons, good teaching successfully promotes students' learning skills.
- Across the school, curriculum design and implementation are good.
- The attention to care, guidance and support is good.

Recommendations

- Accelerate progress in the primary phase by:
 - sharing good practice across the school
 - providing work at the right level for different groups of students
 - including opportunities for critical thinking and reflection in all lessons.
- Refine assessment processes. Ensure that data are analysed accurately, and that information is valid and reliable in order to evaluate students' performance and to inform decision making.
- Improve achievement in Arabic, both as a first and an additional language, by focussing on oral and written communication skills.
- Review behaviour management to ensure that phase leaders are as well-informed as possible about any incidents of harassment, including cyber bullying, by:
 - ensuring students, staff and parents understand the different forms bullying that might take place
 - training staff on how they should respond to students' concerns
 - keeping a log of any complaints by students
 - ensuring that students are aware of the named adult with whom they can confidentially discuss any concerns they might have
 - regularly surveying students to gather and respond to their views.

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 their targets:

- Attainment based on National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school has not developed a detailed National Agenda Parameter action plan to improve the standards of education. The analysis of assessment data to identify gaps and inconsistencies in the curriculum is in the early stages. Adequate training has not been provided for teachers.
- Leaders are beginning to develop an understanding of the skills tested in international assessments, and in TIMSS and PISA. The school's work towards this is not consistent and varies across phases and subjects, although it is stronger in science. The skills and abilities that students need to be globally competitive are not promoted well enough to ensure students know what is expected of them.
- The school is at the early stages of revising the curriculum in English, mathematics and science to take account of the requirements for international assessments. Students are not provided enough opportunities to develop critical thinking skills and evaluate their findings. Opportunities for students to determine their own lines of enquiry and to find information for themselves are too few.
- Students are unable to articulate their understanding of the National Agenda targets and what it means for them. There are only a few opportunities for students to gather a wider range of information from different sources, including ICT. In lessons, students rarely have the opportunity for extended enquiry and investigation because the information needed is generally provided to them.

Overall, the school's progress towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to provide a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Innovative ideas, such as a 'creative curriculum' in the primary phase, are being promoted, although opportunities across the school for students to acquire enterprise/entrepreneurial skills are limited. The ambition of senior leaders to promote innovation across the school is evident in the establishment of "Professional Learning Community" teams, consisting of staff from all phases. The strategic plan shows clearly the school's focus on improvement and innovation. The approach of senior leaders is to challenge staff and students and implement the plan consistently.

Overall school performance

Acceptable

1 Students' achievement

		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	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English 	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics 	Attainment	Good	Acceptable	Good	Acceptable ↓
	Progress	Good	Acceptable	Good	Good
Science 	Attainment	Good ↑	Acceptable	Good	Acceptable ↓
	Progress	Good ↑	Acceptable	Good	Good

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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




6. Leadership and management

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

Main inspection report



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	Good	Good
Mathematics	Good	Good
Science	Good 	Good 

- The majority of children exceed the curriculum standards in English measured against the Early Years Foundation Stage (EYFS) goals. Most children have English as an additional language when they start school. They make good progress from their individual starting points. As a result they learn to recognise letters, write legibly, break up words then blend them to read simple words. Some children are trying to spell out more complex words using their knowledge of letter sounds. Listening skills are developing well as evidenced when they listen and respond to stories.
- The majority of children exceed curriculum standards expected in mathematics. Children make good progress from their starting points, especially in recognising numbers up to ten. Some children can accurately add two single digit numbers using objects to help them. They know, for example, that different combinations of numbers can add up to six. Most children are beginning to use the correct mathematical vocabulary such as 'plus' and 'equal' in their activities. The majority accurately and legibly write numbers up to ten and some are beginning to record their work.
- In science, the majority of children are achieving above curriculum standards expected. A much stronger focus on science in the curriculum has enabled children to make good progress from their starting points in school. As a result, children have a clear understanding of the difference between artificial and natural objects, which they can accurately sort. Although they receive opportunities to investigate, they get fewer opportunities to do so independently. They are beginning to predict and record their findings. Colourful displays and planted areas show they have a good awareness of what plants need to thrive.

Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Acceptable ↓
Arabic as an additional language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable


- Data from internal assessments show that the majority of the students attain levels in Islamic education that are above the curriculum standards. This is evident in lessons and in students' work books. Students have a strong awareness of Islamic values and manners. Most of them have a clear knowledge of the key principles of faith and worship in Islam, such as prayer and fasting, and demonstrate a secure knowledge of 'Seerah'. The majority of students make good progress during lessons but their memorisation and recitation skills are weaker than other aspects of the subject.
- In Arabic as first language, the results of internal examinations indicate that the majority of students reach attainment levels that are above the expected standards. Students' listening and reading skills are good. They understand teachers' instructions and can read a range of sentences fluently. Most students make acceptable progress during lessons. They do not progress well in speaking and creative writing due to the lack of opportunities to practise these skills.
- In Arabic as an additional language, most students demonstrate knowledge, skills and understanding that are in line with curriculum expectations as measured by internal assessments. Most students can read, spell and copy familiar text from their textbooks. They are learning age-appropriate new vocabulary which is related to topics they are studying, such as animals, the seasons and professions. Students understand and respond to familiar instructions from their teachers. However, they have limited ability to carry a conversation and their writing skills are not fully developed. Overall, most students make acceptable progress.
- Most students achieve the standards expected in English. Listening and speaking skills are relative strengths. Students' phonics skills are improving, resulting in increasingly accurate spelling. In the lower primary years, writing is often at word and sentence level but, by upper primary, most students are regularly writing at length and to the expected standards. Basic reading skills broadly meet expected levels. Girls perform slightly better and make more rapid progress than boys, but all groups of students make at least the expected progress.
- Students' attainment in mathematics is in line with the minimum required standards. Some students exceed this level. The school's internal assessment data suggest that standards overall are above the minimum expectations. Students' achievements in Years 3 to 6 are benchmarked against international standards and results are below average. Work completed over time in books reflects the progress students make in lessons. These indicate that standards are consistently in line with expectations and that students make acceptable progress.

- Students' attainment in science is broadly in line with the expected curriculum standards. Internal assessments show that attainment is acceptable. The most recent benchmarking against international standards shows that attainment is below the minimum standard. Exercise books show that almost all students make acceptable progress. A few do not make enough progress because work is too easy for them. In lessons, most students make acceptable progress but a small number of them make poorer progress.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In lessons and in their work, the majority of students demonstrate levels of understanding that are above the Ministry of Education (MoE) curriculum standards in Islamic education. As a result they can talk about the notion of justice in Islam and can explain the Traveller's Prayer well. The majority of students have a good understanding of the Prophet's (PBUH) life and can discuss the journey of the Prophet (PBUH) from Mecca to Madinah. During lessons, the majority of students make better than expected progress in understanding Islamic values. However, students' progress in developing memorisation and recitation skills is weaker.
- In Arabic as first language, the high results shown in internal examinations are not reflected in the quality of students' work. Lesson observations and work samples indicate that the attainment of most students is in line with curriculum standards. Students' listening skills are stronger. However, their speaking skills remain acceptable because they are mostly limited to responding to questions with short answers. Most students make acceptable progress during lessons. Their progress is not as strong in speaking and creative writing due to the lack of opportunities for developing these skills.
- In Arabic as an additional language, most students demonstrate knowledge, skills and understanding that are in line with curriculum expectations when measured by the school's internal assessments. This is reflected in their work where most students acquire new vocabulary related to hobbies, sports and healthy lifestyles. They can read and understand, at an appropriate level, familiar texts with few errors. They can respond to teachers' instructions with single words or simple phrases. Their conversation and independent writing skills are weaker. Evidence from lessons and students' recent work indicates that most students make acceptable progress overall.
- The majority of students attain levels that are above curriculum standards in English. In external English as second language examinations, a large majority of students consistently attain levels that are well above national and international standards. When following the more rigorous first language curriculum, students' outcomes are lower. Nevertheless, in recent work, students demonstrate levels of knowledge, skills and understanding that exceed curriculum standards. Girls marginally outperform boys and make more rapid progress but the majority of groups of students make better than expected progress overall.

- The majority of students achieve levels of attainment in mathematics above the expected curriculum standards at the IGCSE. Internal assessments indicate that attainment is above expected levels for the majority of students, although there is variability between the different year groups. Students' achievement levels are compared to international standards from Years 7 to 10. These comparisons indicate that attainment is lower than international averages. However, students' work in notebooks reflects the good progress they make in lessons. Trends over time show that students' performance levels are consistently above expectations.
- Students achieve levels of attainment in science below the expected standards at IGCSE but the most able students do better than expected. Over the whole phase, internal assessments indicate that attainment is above the expected curriculum standards, with the more able students doing consistently well. Exercise books show good progress over time, supporting the good progress evident in lessons. Students make good progress in developing investigative skills. Trends over time show fluctuations but indicate a pattern of improvement in attainment levels.

 Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Acceptable ↓	Good
Science	Acceptable ↓	Good

- In Islamic education, the high results of internal exams are not reflected in the quality of students' work. Lesson observations and work samples indicate that the attainment of most students is in line with curriculum standards. Students have secure knowledge of Islamic concepts. They can discuss Halal and Haram in Islam and can explain why gambling and lottery are haram. Students increasingly make links to real life. However, the Holy Qur'an recitation and memorisation skills of the majority of students are undeveloped.
 - In Arabic as first language, the high results of internal examinations are not reflected in the levels shown in the students' work over time. Lesson observations and work samples show that the attainment of most students is in line with curriculum standards. Students' listening skills are the strongest. Their speaking skills remain acceptable because students are mostly limited to responding to questions with short answers. They do not progress well in creative writing due to the lack of opportunities to practise and develop these skills. Most students make acceptable progress in lessons.
- A small number of students study English at Post-16. The majority attain levels that are above curriculum standards. The outcomes of external examinations are highly variable. At AS level, only a few students achieve results that are in line with national and international standards. In comparison, at A Level, a large majority of students attain levels that are above national and international standards. During lessons, the majority of students make better than expected progress and demonstrate skills that are above curriculum standards.

- Most students study mathematics at AS in Year 12 and A Level in Year 13. A few able mathematicians study both AS and A Level in one year in Year 12. Results are variable but, overall, students' attainment is broadly in line with expectations. The majority of students make good progress and this reflects their secure knowledge, skills and understanding in mathematics at this level. They also demonstrate confidence and enthusiasm in mathematics.
- In science, internal assessments show that students' attainment levels are acceptable, although international benchmarking reveals attainment levels that are below expectations. Exercise books show that all students make good progress, including those who start from low levels of attainment. Progress in lessons is good but the lower attaining students do not retain or understand some of the work. Trends over time vary but high attaining students consistently achieve well.

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

- In many lessons, students take responsibility for their own learning. They carry out tasks that they initiate individually and as groups. Some of them work independently on projects outside the school. This was more evident in the secondary and post-16 phases than in the primary phase.
- Students work well together. They frequently discuss what they do with each other and use this time to arrive at detailed conclusions. Their communication skills are generally good but weaker in the primary phase. In most subjects, students make good attempts to use key vocabulary and terms in their written and oral work.
- Students increasingly learn about how subjects relate to everyday life, and this deepens their understanding and appreciation of how their studies are relevant to the world in which they live. They make connections between subjects and use knowledge they have learned elsewhere to aid their learning.
- Students readily engage in investigative and problem-solving activities. When given the opportunity, they use technology well to support their learning. Critical thinking is key in some subjects and students' learning benefits from this, but it is not firmly embedded in all subjects particularly in the primary phase. Some students have initiated innovative activities and research but this is an underdeveloped area of the school's work.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Acceptable ↓	Very good ↑

- Students have positive attitudes towards the school and learning. They are confident and respond well to their teachers' feedback. In Post-16, students demonstrate higher levels of confidence and self-reliance than in other phases.

- Students generally display self-discipline and follow school rules in and out of lessons but less consistently in the secondary phase. Students' behaviour and self-discipline contribute to a safe and orderly learning environment. However, some students have concerns about bullying in the secondary phase.
- Relationships between staff and students are mutually respectful. Students readily help each other. In Post-16, students are sensitive to the needs of other students and consistently help each other.
- Students understand and choose safe and healthy lifestyles. They follow the school's recommendations to eat healthily and stay active. Students enthusiastically participate in physical education and are involved in sports activities at the school.
- Students generally arrive at school and to lessons on time. However, there are a few instances of late arrival in the morning. Attendance rates are generally acceptable but improving. Students fully understand the relationship between good attendance and high achievement.

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

- Students demonstrate clear understanding and appreciation of Islamic values and how they have an impact on life in the UAE. They recognise the values of tolerance, charity and sense of safety in public places.
- Students have a broad knowledge about the heritage, culture and history of the UAE. Most of them have been living in the UAE for a long time and can name important people, places and events. They enthusiastically participate in national celebrations such National Day and Flag Day.
- Students are proud of their own heritage and place of origin. During Ethnic Day, they celebrate cultural diversity in their school. However, their knowledge of world cultures outside school activities is less evident.

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

- Students understand their responsibilities in the school community and take active roles in improving their school experience. For example, students in the primary phase take on the role of happiness agents. Students in Post-16 are mentors for students in the FS and primary phase. However, students do not have sufficient opportunities to volunteer outside the school.
- Students demonstrate positive attitudes towards work. They have a strong work ethic, evident as they reflect on their own progress and follow up on guidance on how to improve their work. They enjoy taking active part in school events such as Pink Day and Business Week initiatives which help develop their understanding of the contribution they can make to the local community.

- Students are aware of global and local environmental issues such as global warming and pollution. They appreciate clean energy projects in the UAE such as Masdar City. Eco-monitors help keep the school premises clean and orderly. The Green Fingers club plants flowers and vegetables in the school garden.

3. Teaching and assessment

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

- Teachers have good subject knowledge and apply it well to planning their lessons and in asking questions that challenge students to think deeply. This is evident particularly in the secondary and post-16 phases. Teachers' subject knowledge is not as secure in the primary phase but is improving because teachers get support in teaching subjects they have not taught before.
- Lesson planning is good overall. In the most effective lessons, teachers use additional resources and ICT effectively to introduce or develop new topics. Classrooms are sometimes too small for the size of groups, and there is limited laboratory space. However, teachers use the spaces very well and plan the activities carefully so that learning is not restricted.
- In many lessons, teachers use questioning skills effectively; challenging students, asking them for detailed explanations and insisting they think for themselves before answering. However, teachers do not always extend questioning to enable students to challenge each other to develop their understanding further, particularly in the primary phase.
- Teachers frequently set work at a similar level for all students in lessons. This means that some students find it easy and their progress is slow, while others struggle to keep up. Teachers often ask the more able students to do more work, rather than provide them with the level of challenge that is matched to their abilities.
- Some teachers enable students to develop their critical thinking skills and their investigation and problem-solving skills. They also provide them with opportunities to work independently. However, this is inconsistent and varies between subjects. Where teaching is most effective, teachers ask students to do their own research then present their findings to the class.

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

- The school has rational and systematic internal assessments processes. In English, mathematics, and science, internal assessments are aligned to the National Curriculum of England. This information equips teachers and leaders with information about students' attainment and progress across the curriculum.

- Attainment in most subjects is measured in Year 11 by external IGCSE examinations aligned to the National Curriculum standards in England. In the post-16 phase, students' attainment is measured in external AS and A Level examinations. Students' academic achievement in English, mathematics and science is benchmarked against international expectations from Years 4 to 10 for all students. There are no external benchmark assessments in Arabic.
- The progress that students make in most subjects in their day-to-day learning is regularly monitored by teachers and leaders. This information is compared to the expectations for each year group at key assessment points throughout the year. However, the analysis of assessment information is not always accurate and leads to some unrealistic views of students' attainment.
- The school uses assessment information to help make decisions about the grouping of students. The use of this information to adjust the curriculum and to shape learning tasks to match students' needs is stronger in Foundation Stage but it is emerging and not embedded in other phases.
- Most teachers are knowledgeable about the strengths and weaknesses of individual students. The school also gathers information about students' potential and cognitive abilities. This is better in Foundation Stage but is not having the same impact on target setting or lesson planning in other phases. Teachers' marking and feedback helps students to improve their work.

4. Curriculum

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

- The school has recently introduced the 2014 National Curriculum for England and follows the EYFS curriculum. The MoE curriculum is followed for Arabic, Islamic education and social studies. The overall curriculum is relevant to the needs of most students, meeting both school and national requirements. However, communication skills are not systematically planned in the curriculum for Arabic as an additional language.
- Teachers plan the curriculum to motivate and engage students in their learning. The curriculum is sequenced appropriately in almost all subjects, to build on students' previous experience. It meets the needs of most students and prepares them well for the next stages of their education within the school and beyond. The promotion of innovation within the curriculum remains underdeveloped.
- The curriculum provides a suitable variety across all phases of the school. The range of curricular options provides older students with ample choices to develop their talents and aspirations. Further curriculum options have been added this year in response to students' needs and interests. English as a first language at IGCSE, and travel and tourism at A Level, are examples.
- Cross-curricular links enable students to develop their knowledge and skills in different contexts. Increasingly, meaningful links across subjects are deliberately planned. For example, the school has enhanced the new UAE social studies curriculum by linking history, geography and mathematics wherever pertinent.

- School leaders and teachers regularly review the curriculum and make changes to meet the needs of students and to raise achievement levels. For example, a recent review of the English curriculum led to changes in phonics teaching and a review of the post-16 curriculum resulted in an increase in the allocation of teaching time for each subject to support students in securing higher outcomes.
- The curriculum for UAE social studies is drawn from the MoE curriculum. It is planned to provide students with a range of meaningful learning experiences. It develops students' knowledge and understanding along with concepts and skills. The curriculum provides both continuity and progression. Most students engage readily with the learning activities. Assessments in UAE social studies help to ensure that students make the expected progress. The school has identified the need to develop assessment rubrics to ensure greater consistency in outcomes.

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

- In the FS, the curriculum is effectively modified to take into account the fact that nearly all children start school with little or no English. In the primary and secondary phases, whilst there is some recognition of students' differing learning needs and abilities, this is not wholly consistent across all lessons and subjects to meet the needs of all students.
- Children's learning in the FS is enhanced through visits, such as to Mushrif Park. Students have some opportunities to engage in innovative and creative activities but these are not widespread. Subjects such as media studies give post-16 students the opportunity to be creative and innovative. Extra-curricular activities are limited to a weekly session for students in the secondary phase.
- The curriculum in all phases includes programmes which enable students to broaden their knowledge of Emirati culture and the values of the UAE. In the FS, children have social studies sessions integrated with other topics in addition to weekly Arabic lessons. They also celebrate Flag Day and Commemoration Day with the whole school.

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

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

- The school's safeguarding policy and procedures are clear, comprehensive and understood by staff, parents and students. Policies are regularly updated and communicated to all stakeholders. Students are given regular guidance on how to stay safe on the internet and social media. Younger students and those in Post-16 feel safe and free from bullying. Secondary school students are less confident that intimidating behaviour will be fully investigated.

- The extensive school site is checked regularly and is a safe and clean environment. Any potential hazards are identified and swiftly addressed. The school meets regulatory requirements to carry out evacuation and fire drills on a regular basis. Although not all the buses have seatbelts throughout, they meet legal requirements.
- Buildings and equipment are well-maintained, with comprehensive logs kept of maintenance and safeguarding matters. The three clinics located throughout the school, staffed by two full-time doctors and four nurses, ensure that students have excellent access to medical and first-aid care. Detailed records are kept of students who attend the clinics.
- The school premises and facilities are well-suited to the needs of most students, including the youngest children in the FS and those with special educational needs and disabilities (SEND). Arrangements are made to ensure accessibility for those with mobility issues as there are lifts in newer blocks and a ramp in the primary phase block.
- There is a strong focus on promoting healthy lifestyles. The whole school participates in 'Healthy Week' which includes talks on healthy eating, cancer awareness and dental care. The medical team provides regular and comprehensive sessions for groups of students and successfully supports individual students with diet and exercise programmes. There are extensive outdoor shaded areas and ready access to fresh drinking water throughout the school.

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

- Day-to-day relationships across the school are positive, with mutual respect between adults and students. Positive behaviour is promoted and managed well across the school. The welfare team plays an effective role in maintaining students' well-being. They know the students well and are aware of their emotional and social needs. The pastoral system in the secondary phase supports behaviour management.
- The school works with students and parents to promote the importance of regular attendance and punctuality. Clear, effective procedures are in place for authorising absences and there is guidance on expectations for parents. Action is taken when students are repeatedly late or absent, and parents are contacted if the school has concerns. The school is reviewing processes to recognise and reward good attendance.
- The school is inclusive and provides a welcoming atmosphere for students with SEND. The school has established some baselines and made use of identification procedures. In the best classes, identification procedures are matched to interventions and support.
- In the best classes, the provision and support for students with SEND as well as for those who are gifted and talented is focussed and appropriate. In some classes, modifications have been made to support the learning for students with SEND, and in the better lessons appropriate and challenging targets are set for the gifted and talented students. However, this is inconsistent across the phases.
- The school counsellor supports students' social and emotional needs in the secondary phase. There are effective pastoral systems that ensure students receive care and guidance if needed. Older students are given a range of advice and information about pathways for their post-school educational steps. Careers conferences are organised and students are provided with a range of advice and information about future choices.

Inclusion

Provision and outcomes for students with SEND

Good

- Leaders help to create an inclusive ethos and have a clear understanding of the school's provision for students with SEND and areas for development. The special educational needs policy is detailed and sets out clearly the responsibilities for all stakeholders. The school has identified key priorities for improvement, including the training of teachers to differentiate learning and provide more focused support.
- A wide range of assessment strategies is used to identify students with SEND and the school has developed a graded system of intervention. Analysis of data, including CAT4 data, is used with classroom observations to support identification. However, interventions are not consistently accurate nor always appropriate.
- In addition to the regular parent-teacher meetings, the school has an open-door policy so that parents can contact the school to be updated on their children's progress. The school is involving parents in target setting, individual education plan (IEP) writing and providing support which enables them to support their children's progress at home.
- In some classes teachers modify class work, providing differentiated activities. Most IEPs and lesson plans identify learning outcomes for the students with SEND. However, these are not sufficiently personalised. Targets and interventions for the students with more complex needs lack rigorous monitoring and evaluation.
- Attainment data are collected at class, subject and year group level. However, the use of assessment information is inconsistent. As a result, students are not always provided with tasks that match their needs.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal, supported by a relatively new senior leadership team, plays a pivotal role in sustaining a clear vision. A positive, 'can do' atmosphere has been established. Senior leaders are willing to take on new roles and develop new approaches. They adequately motivate staff and a team spirit permeates the school.

- Senior leaders have a good understanding of the National Curriculum for England and of effective classroom practice. Appropriate priorities are established and leaders have the necessary level of professional expertise and competence to lead improvements. Development plans include well-founded aims, although they do not include explicit reference to national priorities, such as the UAE National Agenda.
- Relationships are generally positive between leaders and staff. Senior leaders meet regularly to review daily, weekly and long term issues and goals. The electronic communication through the school portal, website, emails and SMS has not been engaging many parents. The school has introduced a new on-line system that is increasingly used by staff and parents.
- Leaders promote modern ideas regarding teaching and learning. Primary teachers are encouraged to think creatively. Some non-negotiable requirements across the school have resulted in better learning environments within classrooms and corridors. These include celebratory displays of on-going work.
- New leaders have been instrumental in improving aspects of the school. These include the change to class-based teaching in Years 3 and 4, from a subject specialist approach. There have been improvements in the provision in FS and in the design of the curriculum in the other phases. However, these developments are not sufficiently embedded enough to have a significant impact on students' achievements.

School self-evaluation and improvement planning	Acceptable
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- Evidence to support self-evaluation is gathered from observing lessons, assessment information and from feedback from staff, students and parents. However, the evidence is not always valid and there are weaknesses in the analysis of data. Therefore, the information about students' achievements is not always accurate. Consequently, leaders and governors' views of the school's strengths and weaknesses are not as well-founded as they might be.
- The monitoring of teaching and learning across the school has improved. There is an increased focus on how teachers promote students' independence and critical thinking skills. More account is being taken of the impact of this on students' achievements but it is not fully embedded to identify which teaching strategies work well and which are less successful.
- Improvement plans include quantifiable performance indicators relating to students' outcomes. However, the impact of improvement planning is not clear because many performance indicators are only in their early stages of development.
- Staff are committed to implementing strategies for improvement. Progress has been made in addressing most of the recommendations of the previous report. Leaders are now implementing plans to improve the quality of teaching and learning, although inconsistencies remain.

Partnerships with parents and the community

Acceptable

- There are formal and informal opportunities for parents to engage with the school, although only a small proportion of the over 2,000 families routinely works in partnership with the school. Parents are encouraged to contribute to the ongoing review of the school's work and to shape school improvements.
- Parents are regularly informed about their children's academic achievements and personal development. Parents value regular communication. Leaders are proactive in keeping parents informed about new initiatives and ensure that they are kept up to date as these are introduced.
- Students' academic progress, and personal and social development are reported to parents regularly. Teachers discuss aspects of students' achievements in regular parent-teacher meetings in order to inform the parents about what their children should do next to improve further.
- The school has varied and beneficial links with many universities. This enhances the provision for students, particularly in the post-16 phase. External partnerships with government organisations such as Dubai Electricity and Water Authority and the Roads and Transport Authority have a positive impact on students' learning in relation to the environment and road safety. Links with the local business community are limited.

Governance

Acceptable

- The governing body includes members with a range of experience and expertise. Governors include a member of staff and the chair of the parent council. Older students are invited to governors' meetings when appropriate. Governors take the views of stakeholders seriously. For example, the length of the school day for children in the FS was extended following consultation with the parents.
- The board ratifies and monitors the school's strategic and development plans. Regular, detailed reports from the principal help to keep them up to date with current and emerging issues. Governors visit the school to gather first-hand information. However, their analysis and interpretation of assessment data is unsound and governors do not always have an accurate picture of students' achievements. This limits their ability to hold the school fully to account.
- Governors have a positive impact on the school's leadership and direction. They adequately encourage innovation. Their appointment of new leaders is beginning to result in positive changes. Governors ensure that staffing and resources are adequate and provide additional resources when possible. They also ensure all statutory requirements are met.

Management, staffing, facilities and resources




Acceptable

- The school is generally well managed and a supportive and safe environment is provided for all students. Senior managers meet daily to ensure that all issues affecting the school are addressed, and they make decisions based on the full knowledge of the whole school. The timetable is carefully planned to ensure the optimum use of space and resources.
- The recruitment processes and procedures ensure, as much as possible, that all newly-hired teachers have at least the basic skills needed. Staff are generally deployed effectively to match their expertise with the needs of the students. New teachers, some of whom have limited experience of the English curriculum, benefit from an induction process.
- The premises are well-maintained and specialist facilities are adequate. Classrooms are generally quite small, which constrains teachers' abilities to set up practical group activities. The library in the FS has a limited range of resources for the acquisition of early literacy skills, and the libraries serving the other phases lack books that support reading in Arabic.
- The indoor and outdoor areas for children in the FS have a good range of equipment to support their learning in all areas of the curriculum. Resources to support learning in the other phases are adequate. Most classrooms have data projectors and these are used increasingly well. However, other than standard textbooks and worksheets, classroom resources are rather sparse.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2016-2017	342
	2015-2016	408
Teachers 	76	
Students 	40	

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

- Most parents who responded to the survey are satisfied with the quality of education provided to their children and consider that their children are making good progress. A minority of parents do not think that the school promotes literacy and reading in Arabic well enough.
- Teachers are positive about the school's work to encourage literacy and love of reading, and consider that the UAE culture is well-promoted across the school.
- Parents and students express their dissatisfaction with the teaching skills of some of the teachers. They do not consider that the extra-curricular provision at this school is good. Some students indicate that the school leaders do not always listen to or act on their views.

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