



English Language
Private School

🇬🇧 Curriculum: UK

Overall Rating:

Weak



"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	Umm Hurair
Type of school	Private
Opening year of school	1978.
Website	www.dubai-els.com
Telephone	00971-4-3377503
Address	Oud Mehta Road, Dubai P.O.Box 6680
Principal	Mazhar Qayyum
Language of instruction	English
Inspection dates	7 to 10 November 2016

Teachers / Support staff	
Number of teachers	102
Largest nationality group of teachers	Pakistani
Number of teaching assistants	7
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	16%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Year 1-Year 13
Number of students on roll	1496
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	127
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	AS-A level CEM, ALIS
Accreditation	NA
National Agenda benchmark tests	CAT4, IBT



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.

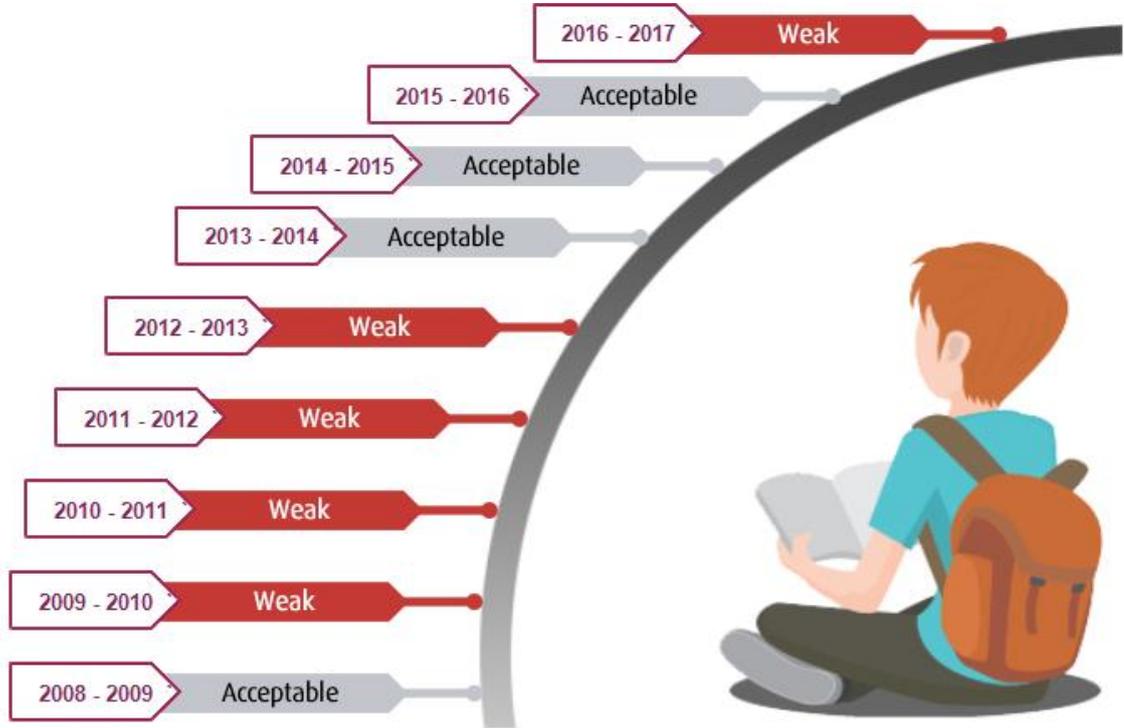
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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 English Language Private School



- The English Language Private School opened in 1978. At the time of this inspection, the school had 1,496 students aged from four to 18 years; a decrease of 54 students from the previous year. The principal has been in post since 2014. Teacher turnover at the time of the inspection was 16%, the same as it was in the previous year.
- The three previous inspection reports have acknowledged strengths in students' personal and social development, the progress in science, especially in post-16, progress in English and mathematics in secondary and the good attainment in English, mathematics and science in the IGCSE exams.
- Recommendations from the same period of time focused on the need for improvement in Arabic as an additional language, making improvements to the premises to provide a stimulating and appropriately equipped learning environment and improving the accuracy of self-evaluation. The school also needed to ensure that all teachers were involved in analysing and monitoring assessment information.

Summary of inspection findings 2016-2017



English Language Private School was inspected by DSIB from 7 to 10 November 2016 . The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in Foundation Stage and primary, secondary and post-16 phases are mainly acceptable as they were in the previous inspection. Attainment and progress in mathematics in primary and secondary phases and progress in post-16 mathematics have declined from good to acceptable. Attainment in Arabic as a second language in the secondary phase remains weak. Learning skills are acceptable across all phases with critical thinking and problem solving skills needing greater improvement.
- Students' personal and social development skills are mainly good but, even though punctuality has improved, attendance is weak. Innovation skills are at an early stage of development.
- Teaching is broadly acceptable with too few opportunities provided to develop the critical thinking skills of students. Assessment systems are in place but data are not used to identify students' starting points. Students do not have many opportunities to assess their own learning and identify their own strengths and weaknesses.
- The curriculum is broad and balanced but is not sufficiently modified to meet the needs of all students.
- The school is not a safe environment for students. There are unsafe areas of the school, with easy access for students, that store dangerous cleaning and chemical materials. There are positive relationships between staff, students and counsellors but students' attendance remains weak. Students with special educational needs and disabilities (SEND) are identified but there is little support for them in lessons.
- School leaders provide a vision to improve learning outcomes for students but it is not implemented with rigour. A lack of representation of stakeholders on the governing board limits its capacity to hold the school to account for the learning outcomes. A lack of funding for staffing, staff training and upkeep of the building is restricting the school's ability to improve outcomes for students. Classrooms have not been adapted to provide bright well ventilated learning environments or sufficient space for creative learning.

What the school does best

- Good progress in Islamic education in primary, secondary and post-16 phases
- Good attainment and progress in English in the secondary phase
- Good understanding of Islamic values, awareness of Emirati cultures and social responsibility
- Strong start for children learning English in the Foundation Stage

Recommendations

- Establish a governing board that:
 - Provides sufficient finance for the school to increase staffing and staff development, improve resources and improve the building in order to support school improvement
 - includes representation from all groups of stakeholders
 - holds the school to account, and takes responsibility, for its performance, including the academic outcomes of students
 - works with school leaders to create a learning environment that is bright and enables teachers to develop and supports critical thinking, independent learning and problem solving
 - ensures the accurate time allocation of lessons in Arabic as a first language.
- Improve leadership and management by:
 - clarifying leadership roles, providing training and time for leaders and teachers to monitor and evaluate accurately the learning, teaching and achievement
 - ensuring that school self-evaluation includes analyses based on accurate information from within school
 - establishing systems which will help to raise attendance rates.
- Ensure external and internal assessment procedures are used effectively to:
 - measure students' progress consistently against national and international expectations
 - set targets for all students and specifically identify students needing more support or challenge
 - identify what different groups of students know and understand and plan activities to build upon these starting points.
- Improve students' attainment and progress in all subjects by:
 - improving the quality of teaching, learning and resources across the school, especially in primary
 - training teachers to use questioning that makes all students think, give extended answers and ask questions themselves
 - providing clearer feedback to students on what to do to improve their learning
 - involving class teachers closely with the needs of all students including those with SEND and students who are gifted and talented, so that all teachers can plan work which is directly related to the students' individual needs.

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 in mathematics, English and science in the National Agenda Parameter bench mark tests is not secure.
- The school meets the registration requirements for the National Agenda Parameter.
- Teachers have not been adequately trained in analysing data and using the outcomes of analysis to plan for improvement. A simple analysis of data by the school has identified gaps in the skills of students. Internal assessments consistently overstate attainment in relation to international standards. It has recognised a need to revise assessment processes but action planning for this change is at an early stage and has not yet improved students' performance.
- The primary and secondary curriculum content is adequately aligned with National Agenda Parameter requirements but there is insufficient focus on understanding and critical thinking. In addition, there is a significant lack of opportunity for students who cease to study science after Grade 8 to develop the knowledge and skills needed for success against the National Agenda Parameter.
- The school has identified the need to change teaching strategies to improve students' skills of investigation, but implementation is at an early stage. Most teachers do not have high enough expectations of students. They do not consistently and effectively challenge students to develop age-appropriate skills of analysis and evaluation, or how to plan for improvement.
- Most students know their results from benchmark tests but are not consistently involved in identifying how to set targets and how to plan to improve their own learning. Students do not routinely use ICT or books for research and most are not developing adequate skills of independent learning.

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

Overall school performance

Weak ↓

1 Students' achievement

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Acceptable	Good	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	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

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

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

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

6. Leadership and management

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

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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Foundation Stage children recognise and write letters and can match letters to pictures of objects. Many of them write their own names independently or read their names on cards. They show an interest in books and stories in the library sessions. They use their increasing vocabulary to talk to their teachers and friends across all subjects. Children speak confidently when labelling plants in science activities or describing patterns in mathematics work. Their skills are in line with age related expectations.
- In mathematics in Foundation Stage, children reach age related standards. Since starting school they have learned to recognise numbers and can write some of them correctly. They match numbers to objects and begin to use numbers in everyday life such as counting children who are present in school. Children quickly sort a variety of resources into colours, shapes and sizes and use correct vocabulary to describe them. Most children confidently make patterns using different materials, including repeating patterns. They make acceptable progress towards the Early Learning Goals.
- In science lessons, most children make expected progress and therefore reach expected levels by the end of FS. Teachers use children's interests to help them understand about the world around them. Children are curious about their families and bring photographs to show how much they have grown since they were babies. The interesting resources motivate children. Teachers focus on language development and encourage children to use their increasing vocabulary to show what they know. They plant beans in pots and talk about what will happen to them when they are watered, and use words correctly when describing the different parts of plants.

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

- In Islamic education, most of the students attain levels that are in line with expectations. Their knowledge of the five pillars, Islamic values, morals and etiquettes of Islam is acceptable. Most of them can adequately explain the lessons learnt from Prophet Moussa’s story. Their progress in understanding Islamic principles is good. It is not as strong in recitation or developing the ability to link what they learnt to their own real life.
- In Arabic as a first language, most students attain levels that are in line with curriculum standards. As measured against Ministry of Education curriculum, most students can use standard Arabic in their speech. However extended writing in the upper years is underdeveloped. Most students make expected progress in relation to learning objectives aligned with curriculum standards. They can write long sentences and develop short paragraphs based on specified topics. A few students make better progress when they write with a sequence of ideas. Not all of students with SEND make the expected progress in lessons.
- In Arabic as an additional language, most students attain levels that are in line with expectations. They can converse for a short time on familiar topics such as introducing themselves and daily life. They have acceptable reading skills. However, their reading comprehension and writing skills are less strong. They make acceptable progress in reading familiar texts, listening and responding when asked a question. Due to the limited opportunities for independent writing, their writing skills are less well developed.
- In English, progress in lessons varies. However, students make acceptable progress overall in writing, reading, speaking and listening from their starting points. The progress of different groups of students is acceptable overall, but that of students with SEND sometimes slows, particularly when teachers set work that is too difficult. Attainment measured against curriculum standards is broadly acceptable and has been so over recent years. International benchmark tests indicate relative weaknesses in vocabulary and punctuation in some years and point to the lack of students reaching higher levels of achievement.
- In mathematics, most students’ attainment is in line with curriculum expectations. However, against international benchmarks, attainment is below expectations. Most students have secure number skills. They use the four number rules accurately to solve problems. Students are less confident in interpreting word problems and changing them into a mathematical format. Most students make expected progress given their starting points although the progress of students with SEND is more variable. Progress in lessons lacks consistency. This is related to lapses in concentration by students and weaker teaching.

- In science, most students develop a range of knowledge in line with expectations but have a less secure understanding. When they develop skills of enquiry and observation, they are less skilful at planning even simple investigations. Their skills of analysis and evaluation are also underdeveloped and so only a minority of students achieve expected standards in international benchmark tests.

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

- In Islamic education, students have good knowledge and understanding of the six pillars of faith and the meaning of Al-Ihsaan. They can explain well how the Holy Qur'an is revealed, recorded and reserved. Their knowledge of the difference between Sadaqa and Zakat is in line with expectations. Their recitation skills are improving. The progress in understanding Islamic principles and values is good. However, their ability to quote verses from the Holy Qur'an in debates is less evident.
- In Arabic as a first language most students work in line with the expected Ministry of Education standards. They read texts, write and analyse simple poetry. In older year groups, students use grammar in its basic contexts. Most students make expected progress in lessons, assessments and in writing. They understand the basic ideas from literature and link them to their daily lives. A few students make better progress when they create writing responses for specific ideas. Not all students with SEND make expected progress in lessons.
- In Arabic as an additional language, students' listening skills are strong but their speaking skills are weaker because of the lack of opportunity to practise in lessons. Their reading, writing, comprehension, speaking and listening skills are below expectations. This is reflected in their recent work. Most students make adequate progress when responding to questions and also when reading familiar phrases. However, progress is slow in reading comprehension and independent writing.
- In English, students make good progress through the secondary phase. The pace of progress tends to increase in the older age groups so that attainment at IGCSE level has been above typical UK curriculum levels over recent years. Progress in lessons is good for most groups of students, although the more reserved do not always have the confidence to make good quality presentations. International benchmark tests show that not all students reach good curriculum-related standards.

- In mathematics, most students' attainment is in line with curriculum expectations across the phase, but against international benchmarks, attainment is below expectations. Students have a secure knowledge of how to present information in a graphical form and are able to interpret results. However, the ability to interpret word problems using mathematical concepts is not as strong. The trend in attainment is consistent although attainment at the highest grades is more variable. Most students, including those with SEND, make expected progress. There is no significant difference between the progress of girls and boys.
- An increasing number of students who continue with science attain standards in line with international expectations. Most science students in Year 11 achieve standards in GCSE examinations above expected levels, therefore continuing a three year trend of improvement. They have sound skills of practical work and observation, although they do not have sufficient opportunities to develop reasoned hypotheses or to plan fair tests.

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

- Most students in Islamic education have an age appropriate knowledge and understanding of the Sunnah and how it is considered as a second reference in Islamic law after the Holy Qur'an. Students make good progress in understanding Hadeeth, Fiqh, Islamic principles and values. They also make good progress in developing the ability to link what they are learning to their own life. However, their recitation skills are less well developed.
- In mathematics, the majority of students' attainment is above curriculum expectations and international benchmarks as reflected in A Level examinations. Most students have secure algebraic skills and are confident in the use of calculators. The majority of students are confident in using mathematical problems in calculus. A trend of expected progress has been sustained in recent years. Most students make expected progress given their starting points when they enter the phase. Progress in lessons is acceptable, reflecting the positive attitudes of most students. The progress of girls is marginally below than that of boys.
- In science, over three years, the proportion of students attaining in line with curriculum expectations at AS Level has increased. In the first year of full A Level, most students were in line or above curriculum standards. However, girls made significantly less than expected progress in relation to their abilities. In lessons and written work, students show sound progression in developing and applying understanding of a range of concepts. They are very competent at practical work but less skilled in devising their own investigations.

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

- When given the opportunity, students generally engage well and take responsibility for their own learning except when there is unacceptable behaviour. In some lessons, lack of motivation and self-control related to poor classroom management impedes engagement. Post- 16 students in science and mathematics confidently engage in discussion about what they are learning.
- When provided with the opportunity and when tasks and objectives are explained clearly, students collaborate with one another well and communicate effectively. In science lessons, interaction and collaboration are positive features and students are confident and articulate in responding to questions. Students cooperate and support each other in Islamic education.
- Most applications to real-life situations are initiated by prompts from teachers. In some lessons, topics enable students to make links with their own school experience and everyday lives. However, most students do not routinely link previous learning with current work or with other real-life contexts.
- Critical thinking and problem-solving skills are not firmly embedded as a learning approach for most students. The timetable commitment to provide opportunities for innovation activities is a promising beginning but the impact has yet to be assessed. The use of learning technologies is limited, for example the absence of computers in the libraries.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Acceptable	Good	Good

- Students generally display positive attitudes towards school. Children in FS are enthusiastic and eager to please and take part in activities. Across the school, other students show an increasing confidence and a desire to learn.
- In the primary phase, students' behaviour at times, is inconsiderate of others. Some students are boisterous and lose interest because they cannot be actively involved. Limited space in the outdoor area and crowded classrooms restricts movement and students do not have chance to move around sufficiently and expend their energy.
- Students are generally respectful towards each other and adults. Older students show concern for younger students. For example, older girls help students with SEND in classrooms during their free periods. Several students take responsibilities in assembly, for example to recite the Holy Qur'an and are proud to show others their achievements. They promote their knowledge about the UAE and their pride in living here.
- Students in all phases have positive attitudes towards healthy eating and understand reasons for maintaining a healthy lifestyle. They take part in a wide variety of sporting activities during lessons and extra-curricular sessions organised by teachers. They follow the school's guidance on maintaining a suitable weight, and making healthy choices.

- Attendance is very weak across the school, with an attendance rate below 80% in some phases of the school. Lateness to school is common, partly as a result of students travelling considerable distances to school. Punctuality to lessons, during the day, is acceptable.

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

- The children in FS, and students in other phases, have a good appreciation of Islamic values. They understand well how they reflect on daily routines in the school day and on their lives in the UAE. This is also evident in the relationships within the school.
- Students are aware of the Emirati heritage and culture. They can explain what they know and understand about Dubai and the UAE traditions such as social events, traditional dances and sports. They share, respectfully, their thoughts about the future of the country and the vision of its leaders.
- Across all phases, students take a pride in their own culture and its features, and how that fits in to the diversity of Dubai and UAE. They are able to compare, in detail, their own culture's customs and daily routines as well as other cultures represented in the school. However, their understanding of worldwide cultures is not strong.

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

- Students understand their responsibilities to the life of the school. Some students contribute proactively to the wider community in many ways. For instance, the bake sale organised by the students' council to support Syrian refugees. In the post-16 phase, students support those with SEND in their lessons. However, students feel that they need more support from staff to effectively transfer their ideas into practice.
- Students have positive attitudes to their work and take pleasure from purposeful activities. For example, they participated in a trip to London with a theme of 'how to build your personality'. 'Trees of thanks' is a project in which students have enthusiastically written their ideas on leaves and shared these with the school community.
- Students are aware of environment issues. They have participated in a project regarding the environment and received certificates for their participation. They know a lot about solar energy and other alternative energy sources. Recycling is still in its elementary stages, because students have limited understanding of its benefits and why this should be established in school.

3. Teaching and assessment

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

- Almost all teachers know their subjects well. Teachers in FS increasingly enable children to learn through play in new 'learning corners'. However, teachers across the school do not enable students to be active enough in their learning, for example in collaborative tasks and activities that require them to think more independently.
- When planning lessons, most teachers do not match different tasks and activities closely enough to their students' learning needs. This is because, beyond FS, they do not check students' understanding on a daily basis. As a result, opportunities are missed to provide further challenge to those who already understand, and further support for those who do not.
- In the best lessons, teachers' questions increasingly help students think things through for themselves, for example in mathematics in FS and in lessons in the post-16 phase. When questioning focuses too narrowly on 'getting the right answer', fewer students are engaged in such independent thinking. Teachers do not vary questions appropriately to help students of all abilities improve their thinking skills.
- Teachers in a minority of lessons use imaginative approaches to meet different groups of learners' needs, for example in primary English creative writing. Too often, teaching focuses narrowly on the needs of the majority group of students in the class. Such lessons offer insufficient challenge to gifted or talented students, or support for students with SEND.
- Teaching approaches across all phases do not provide sufficient opportunities for all students to develop their ability, to think creatively and solve problems. The lack of resources constrains students' ability to research independently across the curriculum. Opportunities for students' innovative thinking are also limited across the school.

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

- Internal assessment processes are linked to the school curriculum, but most subjects lack effective and realistic definitions of expected standards for each year group. As a result, and particularly in primary and lower secondary school, assessments consistently overstate students' levels of attainment.
- The school uses IBT benchmark tests for all students in Years 3 to 10. Leaders recognise the need to use these results to calibrate the school's own assessment processes but this has not been fully implemented.

- The school uses benchmark data to identify ability groups within classes. A new management information system has improved the capacity to track progress. Data from cognitive ability tests for selected year groups provides valuable information to aid target setting for students. In FS, learning journeys and 'profiles' are used to inform parents about their children's development towards the Early Learning Goals.
- Assessment information is being used to identify areas of the curriculum needing a revised approach. Also, teaching strategies do not provide enough chances for students to carry out enquiry based activities. Students have insufficient opportunities to develop and improve skills, examine information and make a reasoned judgement of any relevant strengths and weaknesses in a given topic.
- Teachers in FS know children well and are beginning to use assessment information to plan relevant and motivating experiences for each child. Elsewhere a minority of teachers use knowledge of students' strengths and weaknesses to plan activities. Feedback in books is inconsistent and rarely provides students with detailed comments and suggestions for how to improve learning. Students are infrequently involved in assessing their own, or others', work.

4. Curriculum

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

- The curriculum is broad and balanced, and in line with the requirements of the National Curriculum of England. However, the arrangements for teaching Arabic as a first language do not meet statutory requirements. Curriculum developments since the last inspection include a new personal, social and health education (PSHE) curriculum and an extra period of science and mathematics in Years 1, 2 and 3.
- Since the last inspection, the school's curriculum plans have been improved, so that they now show progression, continuity of knowledge and skills which were not evident previously. These are now clearly documented in the plans for core subjects. The transition from FS in to Year 1 is not as smooth as it might be. Records are passed on to teachers in Year 1, but the changes in curriculum provision are too abrupt for children to make a seamless transition.
- From Year 1, students can choose between Urdu and French. IT has been introduced at post-16. The school recognises the need to consider extending the range of arts subjects at IGCSE and A Level to further enrich the range of options for students.
- There are now specified links between subjects in the school's planning for the primary years. This supports students to make meaningful connections between different elements of their learning. Opportunities for independent learning, research and critical thinking are inconsistent features of the curriculum.

- Since the last inspection, a committee has been set up to review the curriculum regularly. This has resulted in some improvements to its integrity and the several developments which are already evident. Most students' needs are met but the curriculum does not adequately meet the needs of students with SEND.
- Social Studies is linked appropriately to other subjects. It is planned to develop students' skills, knowledge and understanding systematically year on year. It is no longer dominated by workbooks, as it was at the last inspection. The curriculum is enriched by projects in which students produce imaginative three-dimensional representations of aspects of the UAE, such as its historical pearl diving. Students are keen to learn about the culture of the UAE and generally focus well. A range of assessment systems is in place, although teachers do not always make best use of the information provided to set challenges that closely match individual students' level of understanding.

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

- The school makes some modifications to the curriculum, for example to promote active and hands-on learning in FS and through more efficient timetabling to make better use of the science laboratories for older students. In post-16, teachers organise additional optional support lessons for students taking external examinations. However, modifications for students with SEND are inconsistent because of inaccurate identification of their needs.
- The school offers a number of activities to develop students' enterprise and innovation skills. Gifted and talented students choose topics of interest. Others enter competitions that involve special skills. Older students initiate and engage in volunteering activities, such as bake sales, to raise money for poor families and construction workers in camps. They collect blankets, for example, to send to disaster areas in Pakistan.
- Throughout the school, the curriculum provides adequate opportunities to learn about UAE culture and society. Children in FS enjoy educational visits to UAE landmarks and in science lessons, older students learn about animals and plants that are indigenous to the UAE.
- Children in FS are learning Arabic through appropriate play based activities. They learn the shapes of letters by forming them with play dough. Teachers encourage them to use vocabulary for shapes and colours in suitable games. This begins to prepare children for entry into Year 1.

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

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

- Appropriate policies and procedures are in place. The central register of staff is correctly maintained and recent appointments have been added. Appropriate strategies are in place for raising awareness about safeguarding. Staff with responsibility for communicating information about these issues have provided focused training for the school, sent details to parents and held discussions with students about cyber bullying.
- Relevant records exist for maintenance checks, evacuation procedures and protocols for the staff to follow. Although this administrative framework exists there is a lack of a systematic, regular and robust assessment of risk. For example, there is a failure to maintain accurate bus registers. Students are able to access a stairwell and the roof area where dangerous and redundant materials are stored.
- A maintenance programme is in place but is having a limited impact on improving the environment. The decoration is shabby and uninviting. Power cables are clearly visible. There are large gaps in the plaster surfaces exhibiting many cracks in walls. Routines for testing electrical equipment are appropriately in place. However, many rooms are not well ventilated with some also having poor lighting.
- The premises do not create an environment to facilitate the learning needs of students. Room sizes are small. This limits investigative work or enable effective group work and discussion to support teaching activities. Conditions are cramped for the larger classes. The room for students with SEND is small, lacks resources and is not a stimulating environment.
- A comprehensive programme exists for dealing with issues related to healthy living. The programme includes regular supervision of school hygiene and detailed first-aid training for staff. Communication with parents is informative about healthy eating issues. A particular focus refers to student obesity and related fitness and diet programmes.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Acceptable ↓	Weak ↓	Weak ↓	Weak ↓

- Daily interactions between staff and students are mutually respectful. In the younger primary classes, teachers' classroom management does not consistently support students to maintain co-operative behaviour. Promising initiatives offer older students considerable responsibility, for example as peer counsellors. However, the school is not always actively receptive to students' own suggestions about improving their school experience.

- Arrangements to promote improved attendance and punctuality have little positive impact. Significant numbers of students continue to arrive late to school daily. Sanctions are ineffective in addressing weak attendance and significant late-coming. The school does not recognise and celebrate individual students' high attendance in ways that encourage others to attend regularly.
- Staff increasingly identify students who may have SEND, using a range of appropriate assessments and observations. However, there are inaccuracies in identification of students with SEND. The school also identifies students who may have particular gifts or talents.
- As a result of some inaccuracies in identification, a few students with SEND do not benefit from suitable support in lessons, although the majority make acceptable progress. Teachers do not confidently and consistently use advised approaches to support students with SEND. There is scope to improve provision for gifted and talented students in daily lessons.
- Teachers' caring and supportive approaches in daily lessons help children in FS to develop co-operative attitudes. Assemblies help primary students understand the values and behaviours expected of them. From the start of secondary, students are progressively advised about subject choices. In upper secondary and post-16 phases, careers and university 'fairs' develop students' awareness of pathways into higher education, training and employment.

Inclusion

Provision and outcomes for students with SEND

Weak

- The SEND Co-ordinator's positive vision for students with SEND strongly emphasises teamwork of teachers, parents, and students. She has established a team of student peer counsellors, and begun to review the work of the department. There remains much to do to ensure that more detailed policies and systematic procedures, including rigorous quality assurance, support improvement.
- The school identifies students with SEND increasingly accurately, using a suitable range of assessment. However, there are still some categories of need where greater accuracy is necessary. The school caters for a limited range of SEND.
- The school does not involve all parents of students with SEND as active partners in their children's learning. Parents are not fully involved in developing their children's individual plans. Communication systems do not ensure timely sharing of helpful information on progress and advice to help students at home.
- Teachers plan modified tasks and activities for students of different levels of ability. This planning does not make consistently effective use of advice on how to support students with SEND. Missed opportunities to plan effective use of available specialist staff in lessons means that students with SEND are not fully supported in lessons.
- Overall, the majority of students identified as having SEND make at least acceptable progress in lessons. Few of these students, however, have identified barriers to learning. The few students with individual plans make more variable progress towards targets in their IEP or IBP (individual behaviour plan). Tracking and monitoring of their progress is at an early stage of development.

6. Leadership and management

The effectiveness of leadership

Weak ↓

- Leaders, including the principal, have established a direction and vision for the school that demonstrates commitment to the UAE national and Emirate priorities. There is a commitment to inclusion and to making provision for students with SEND but the management of this is at an early stage. National priorities are included within the school plans but progress towards these is limited.
- Most leaders demonstrate basic knowledge of the curriculum but not all understand best practices in teaching, learning and assessment. Roles are functional and restricted to checking, rather than evaluating, identifying and supporting next steps. Assessment data has been shared but is not used to improve students' learning.
- Relationships and communication are professional but not always fully effective. Heads of department meet to review aspects of school life. However, the outcomes and the support to make improvements are not always shared with others in order to bring about an agreement of what is expected in all departments.
- Capacity to improve the school is limited because of a lack of training, even though all leaders understand that the school needs further improvement. Leaders react to external demands but only have a partial understanding of what needs to be done to innovate and improve the school.
- Leaders have not made sufficient improvements in order to raise the achievements of students, including those with SEND. The school is not compliant with the regulatory time requirements for Arabic as a first language.

School self-evaluation and improvement planning

Weak

- The school's self-evaluation is based on an unrealistic view of its performance and standards. School improvement planning is at an early stage and there are no strategic plans in place as a result of systematic self-evaluation.
- Monitoring of teaching and learning is limited and underdeveloped. Whilst lessons are observed by subject and senior leaders, weaknesses are not always identified in lessons sufficiently well to improve the impact of teaching on students' learning. This is as a result of insufficient continuous professional development and limited space in the timetable for monitoring and supporting staff.
- School improvement plans have appropriate detail and are based on simple self-evaluation. They contain appropriate actions which address the school's and the UAE's national priorities. However, self-evaluation does not sufficiently evaluate internal and external data or create well-focussed success criteria, so the goals and targets are not realistic.
- There has been very little progress in addressing the recommendations from the previous report. There is little evidence of any impact of the school improvement plan. Therefore, progress over time is slow, inconsistent and not sustained.

Partnerships with parents and the community

Acceptable

- The parent council expressed support and is generally pleased with the school. The formal representation of parents who are not members of the council is less clear. Opportunities for parents to provide input on matters relating to their children's learning is limited.
- A web portal informs parents about events in English and mathematics in the upper secondary years. The provision of information about other aspects of learning is less consistent, particularly when children have been identified as having SEND. Parents of gifted and talented students are unaware of how to provide support and challenge for their children.
- Report cards detailing students' examination marks are issued every term. They also provide comments on students' behaviour and attitudes. Little information is provided to help them understand how much progress has been made over the term or how students can improve their work.
- The food festival was successful in providing families with the opportunity to come together and develop international partnerships. Although students take part in competitions with other schools, collaboration with the community to improve and develop learning is limited.

Governance

Very weak ↓

- The governing board comprises of the owner and other very recently acquired members. As in the previous inspection report, there remains limited stakeholder representation, especially with the experience required to question leaders and hold them to account for the performance of the school. Information provided to the board is insufficient to give them secure, accurate knowledge about the school.
- The governing board does not hold senior leaders accountable for the standards students attain, the progress they make and the quality of teaching they receive. Recommendations from the previous inspection report were discussed by governors but not followed up or acted upon. Therefore, no improvements or impact are evident.
- Governors do not ensure that there is enough suitable staffing or resources available for staff development to address weaknesses. They have little understanding of the academic outcomes and personal development of students. The premises have not been updated or maintained to provide a stimulating learning environment. This has also led to some significant weaknesses around health and safety in the school. Some statutory requirements are not met.

Management, staffing, facilities and resources

Weak ↓

- Most aspects of the day-to-day management of the school are organised. The school's procedures and routines are effective and generally start on time. Information boards and displays have sufficient information to keep the school community up to date with developments at the school.
- The school does not have sufficient staff to ensure heads of departments have allocated time to monitor and evaluate teaching, learning, attainment and progress of all groups of students, including those with SEND. Teachers in school are deployed appropriately and there is a sufficient balance of expertise amongst staff.

- Some improvements have been made to the premises, but some of the specialist facilities and learning areas lack suitable equipment. There are still many classrooms that are uninviting and unsuited to lessons which require collaborative or active learning. For those with mobility difficulties, access around the school premises is limited.
- Resources are limited in quantity and quality and are not sufficient to fully support the curriculum requirements, teaching requirements or students' individual needs.

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	12
	2015-2016	34
 Teachers	3	
 Students	8	

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

- The responses to the survey were low and do not necessarily reflect the views of all parents across the school.
- Parents who responded to the survey are satisfied with the quality of education provided for their children and say that that the adults in the school care about students.
- They agree that their children enjoys school and have opportunities to develop community and environmental responsibilities.
- They say that school leaders and staff are approachable and open to discussions and solutions. They listen to parents and act on their views.
- A large minority of parents do not believe that teachers know their children's strengths and weaknesses or that they have helped their children to develop the skills to use technology for research. They do not consider that their children are offered a good range of extra-curricular activities.

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