

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

OUTSTANDING

دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Dubai English
Speaking Private
College - Branch

Celebrating
10 years of
inspections

DUBAI ENGLISH SPEAKING
PRIVATE COLLEGE - BRANCH

UK CURRICULUM

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School information

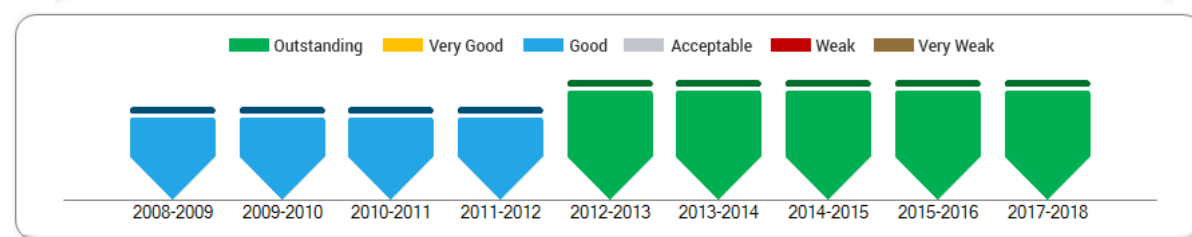
General information	
Location	Dubai Academic City
Type of school	Private
Opening year of school	2005
Website	www.descdubai.com
Telephone	00971-4-3604866
Address	Academic City, PO Box 125814
Principal	Chris Vizzard
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	143
Largest nationality group of teachers	British
Number of teaching assistants	16
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	13%

Students	
Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Year 7-Year 13
Number of students on roll	1514
Number of children in pre-kindergarten	NA
Number of Emirati students	18
Number of students with SEND	129
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE, IGCSE, A Level, BTEC
Accreditation	BSO COBIS
National Agenda benchmark tests	GL

School Journey for Dubai English Speaking private college -



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

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

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Dubai English Speaking private college - branch was inspected by DSIB from 16 to 19 October 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

There is a shared vision of an inclusive centre of excellence. Secure self-evaluation underpins curriculum changes, staff development, support for students and the provision of outstanding resources. Governors value stakeholders' ideas. They monitor student outcomes, holding leaders to account. An environment in which students want to come to school and staff want to remain there, ensures stability and enables all needs to be met.

Students' achievement

The progress of second language Arabic students has improved, but the attainment and progress of first language Arabic students remain similar to the previous inspection. In Islamic education older students develop research and analytical skills. Students' progress in mathematics and in English is outstanding. It is good in science, where post-16 students understand increasingly complex scientific processes.

Students' personal and social development, and their innovation skills

Students show self-discipline and courtesy towards their peers and teachers, supporting new students particularly well. Student leadership is a strength. Understanding of Islam and of Emirati culture remain good. Students have a positive impact through charity fund-raising. They display an excellent work ethic. Innovation and entrepreneurial skills are well developed. Eco ambassadors initiate schemes within the school.

Teaching and assessment

Almost all teachers understand how students learn. Teaching of Arabic is now more effective. Teachers' questioning promotes reflection and analytical thinking and challenges students. Digital devices are used productively. Assessment is valid but developing in Islamic education and Arabic. Use of predictive data is not fully implemented to support students' reflection or ownership of learning.

Curriculum

The curriculum includes an extended range of options to meet differing needs, including alternative sixth form qualifications and a foundation course. New 'Nurture' groups in Year 7 effectively support students with special educational needs disabilities (SEND). In the post-16 phase, the extended project challenges gifted and talented students. There is an exceptional range of intellectual, sporting and artistic extra-curricular activities.

The protection, care, guidance and support of students

Care, welfare and safeguarding policies are understood by all and are supported by periodic training. Relationships are excellent and bullying is rare. Well-maintained facilities ensure access for all. Supervision is highly effective and safe and healthy living is promoted. Procedures for identifying students with SEND or the gifted and students are very good. Career guidance is provided for students and parents.

What the school does best

- The clear vision of an inclusive centre of excellence shared by governors, senior leaders and all staff, with the resources provided to ensure that vision is realised.
- The programme of curriculum developments which fulfil the needs of students.
- The quality of teaching and the skills of the students that create stimulating learning experiences in almost all lessons.
- The mature and responsible attitudes of all students which contribute to a highly positive learning environment.
- The focus on the well-being of all members of the school community ensuring students want to come to school and staff want to remain there, helping to provide stability and to enable all needs to be met.

Key recommendations

- In Arabic as a first language, challenge all students consistently to write creatively and articulate their ideas fluently.
- Use the analysis from assessments to adjust teaching and optimise the learning of all students in Arabic and Islamic education and for higher ability students in English and science in post-16.
- Enable students to participate in a wider range of community projects, which promote a greater understanding of Islamic values and increase awareness of Emirati and other world cultures.

Overall School Performance

Outstanding

1. Students' Achievement

		Secondary	Post-16
Islamic education 	Attainment	Good	Good
	Progress	Good	Good
Arabic as a first language 	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Acceptable	Not applicable
	Progress	Good ↑	Not applicable
English 	Attainment	Very good ↓	Very good ↓
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Science 	Attainment	Outstanding	Good ↓
	Progress	Outstanding	Very good ↓

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment of students in science is above expectations, while students in English and mathematics meet expectations in the National Agenda Parameter (N.A.P) benchmark test.
- The school meets the registration requirements for the National Agenda Parameter.
- The National Agenda action plan includes key strategies to support improved achievement and to meet National Agenda targets. Training on interpretation and use of N.A.P data is on-going.
- Triangulation, by management, of the various sources of internal data and external benchmark data have identified key strengths and weaknesses.
- The content and skills within curriculum subjects are effectively aligned to PISA and TIMSS. Regular curriculum review ensures planning for continuity and progression is thorough. The N.A.P data directly influences curriculum adaptation.
- Results from the N.A.P tests have had a direct impact upon teaching strategies. The development of critical thinking, problem solving, open-ended practical investigations and the application of learning within real life contexts has greatly enhanced students' experiences.
- Students' research skills are well-developed through the integrated use of information and communication technology (ICT) and access to a well-resourced library.

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

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors have ensured that a senior member of staff monitors the achievements of Emirati students work closely. In both phases Emirati students work effectively, teachers are aware of their needs and most necessary modifications are applied. The leadership do not use data precisely to identify underachievement.
- Emirati students are enthusiastic about the school and the large majority take responsibility for their own learning. They are highly motivated, committed and take part widely in extra-curricular activities. Students' potential and achievement data is analysed, but not used to sufficiently to increase students' progress or to reduce underachievement, especially in English.
- The school implements some curricular adaptation to raise attainment. The attitudes of the students are excellent. The underachievement in English is in the early stages of being addressed, personalisation of lessons is rarely needed to accommodate individuals' learning profiles, but development of speaking skills is not sufficiently strong.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education curriculum is developed across Years 7 to 11. The programme is integrated with the school's personal and social development curriculum.
- Lessons are well prepared with detailed plans and resources that encompass all the UAE moral education units. Form tutors teach the lessons through daily tutor periods.
- During lessons, students collaborate and debate a range of moral issues, such as wealth, global warming, integrity and manners. Most students are engaged and participate enthusiastically.
- Assessment is through teachers' question and answers, quizzes, parents' questionnaires, debates and students' work such as posters.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies curriculum has been integrated with history and geography, with alternate weeks dedicated to these lessons.
- Social studies is generally taught well to Years 7, 8 and 9 by humanities teachers.
- Students engage in lively group discussions in lessons. They make meaningful connections to the real world and link learning to their own lives.
- Assessment is delivered through teachers' questioning, quizzes and self-assessment. Action plans for future assessment in the subject include compilation of portfolios and providing reports to parents.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Most students learn independently and take ownership of learning. They frequently use a range of technologies to support research and develop innovative and analytical thinking skills.
- Well-developed innovative and entrepreneurial skills are evident in the Formula One science project. Students are very resourceful and creative, often taking a leading role in activities.
- Most teaching, in all subjects, challenges students to develop problem-solving abilities. However, a few teachers over-direct activities, limiting the opportunities for students to take responsibility for their own learning.
- Extending challenge and inspiring students to be enterprising and innovative features strongly in curriculum planning. It identifies opportunities for most students to lead, motivate, persuade and influence others.
- Senior leaders' and governors' commitment to the promotion of innovation is evident in the state of the art facilities and professional development for teachers.

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

Main inspection report


1. Students' achievements

		Secondary	Post-16
Islamic education 	Attainment	Good	Good
	Progress	Good	Good

- Students across both phases show similar attainment and progress in most areas of Islamic education, although there is a variation between the achievement of boys and girls in some year groups. Internal assessment results reflect a higher level of attainment than observed in lessons.
- A majority of students make good progress in learning Seerah, Fiqh and Islamic morals. Students in the post-16 phase make more rapid progress when learning about Sharia and contemporary issues. However, most students' skills and knowledge of Holy Qur'an recitations and application of Tajweed are developing more slowly.
- Students in upper secondary and the post-16 phase develop strong research and analytical skills during Islamic lessons and through home learning. As a result, they have a good understanding of the verses of the Holy Qur'an and Hadeeth and are able to identify the main rulings.

For development


- Improve students' Holy Qur'an recitation skills and develop their knowledge and application of the rules.

Arabic as a first language 	Secondary		Post-16
	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable

- The attainment of most students is broadly in line with curriculum expectations. In both the secondary and post-16 phases, students make acceptable rates of progress in all of the four linguistic skills.
- Although students reflect on their thoughts using classical Arabic, they lack confidence in providing extended responses. Reading comprehension is improving at an appropriate rate in relation to students' starting points. Writing skills are within expected levels.
- Increasingly, students can speak and reflect on a range of topics. However, their creative writing skills are more restricted. Consequently, the attainment and progress of most students remains similar to the previous inspection.

For development


- Provide greater opportunities for students to apply their linguistic knowledge in speaking and writing and develop their creative writing skills.

Arabic as an additional language 	Secondary		Post-16
	Attainment	Acceptable	Not applicable
	Progress	Good ↑	Not applicable

- Most students in the secondary phase demonstrate an attainment level that is in line with the expectations for additional language learners. They have secure listening skills. Their ability to read and understand basic text is developing at a good rate.
- Students are becoming familiar with an increasing number of phrases and with more vocabulary. The majority can assemble simple sentences in paragraphs, but they do not readily apply their acquired skills to unfamiliar contexts.
- Increasingly students apply the four linguistic skills during most lessons. This is enabling the majority of students to learn Arabic at a good rate. Consequently students' progress has improved since the previous inspection.

For development


- Provide greater opportunities for students to apply their linguistic knowledge in unfamiliar contexts.

		Secondary	Post-16
English 	Attainment	Very good ↓	Very good ↓
	Progress	Outstanding	Outstanding

- Progress in English is outstanding, particularly in literature at GCSE and A2 levels. Examination results indicate that students attain better in literature than in language at all levels. However, they are articulate speakers who discuss their work enthusiastically and add depth to their responses.
- Students communicate confidently and develop fluent writing styles in a variety of genres. Critical thinking and analysis skills are strong. Students analyse written language well, identifying and understanding hidden meanings. All students recognise how to improve their work.
- Almost all students are independent thinkers who take responsibility for their learning. They increasingly develop research skills using technology and make links to the real world. Year 13 students demonstrate intelligent character insight and appreciation of challenging literary texts.

For development


- Provide high levels of challenge for all students but particularly for higher ability students in GCSE and AS English language.

		Secondary	Post-16
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Students' attainment and progress remain outstanding across both phases. However geometric skills, problem solving as well as abstract and quantitative reasoning have been strengthened.
- Students show high levels of confidence and communicate understanding using accurate mathematical terminology. The strong development of critical thinking is raising the level of challenge for all students, leading to outstanding progress.
- Increasingly students use technology to model, research and solve problems. Reinforcement of these skills and accurate self-assessment underpin and contribute to the high levels of progress in both phases.

For development

- Provide extended problem solving opportunities in real-life contexts.

		Secondary	Post-16
 Science	Attainment	Outstanding	Good ↓
	Progress	Outstanding	Very good ↓

- Students' achievement in the secondary phase is outstanding. In the post-16 phase, the majority of students attain above curriculum standards and therefore make better than expected progress.
- In the secondary phase students acquire knowledge and apply their understanding particularly well during lessons. Their frequent engagement in well-designed exploratory work leads to the acquisition of investigative skills that underpin high achievements.
- A large majority of students in the post-16 phase apply scientific concepts and understand increasingly complex scientific processes quickly. However, there are some differences between students' attainment in the three A-level subjects due to variations in the levels of challenge provided.

For development

- Match the level of challenge to the abilities of students in all three A-Level subjects and raise attainment levels.

	Secondary	Post-16
Learning Skills	Outstanding	Outstanding

- Students' learning skills are very well developed across both phases of the school. Their thirst for learning is evident in almost every lesson and in their response to each task. They consistently seek ways to improve their own learning outcomes.
- Students show strong independent learning during most tasks. They are highly engaged and consistently take ownership of their learning. They collaborate productively and apply critical reasoning confidently. Students' ability to make connections between areas of learning is particularly strong in mathematics and science.
- A wide range of initiatives and approaches are in place to enhance students' critical thinking skills. Most use learning technologies well to support their learning. Amongst the students, digital leaders assume an active role in promoting the development of innovation skills

For development

- Ensure all students are able to make meaningful connections between areas of learning across the curriculum.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students' behaviour across the school is exemplary during lessons and when moving between classrooms. They demonstrate very positive attitudes, are self-disciplined and courteous towards adults and other students.
- Students maintain excellent relationships with their peers and with teachers. They show care, compassion and support for other learners. Learning mentors actively support the transition and well-being of all new students. During lessons, students respond positively to their peers' feedback.
- Leadership and healthy lifestyle are strong features of the school. Students are pro-active in taking various leadership positions in which they contribute to improving their school. The lead learning group contributes directly to the monitoring of teaching and students' learning.

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

- Students' understanding of Islamic values and awareness of Emirati culture remain good in both phases. Students have clearly developed awareness and respect for Islamic values and how they affect them. They show tolerance and some understanding of Islamic practices.
- Students are beginning to develop their knowledge and understanding of UAE culture and heritage. Those in the secondary phase demonstrate more secure knowledge of UAE history and its impact on Dubai today.
- Students in both phases of the school have very good knowledge and clear understanding of their own culture. They show great respect for other cultures represented in the school. Their understanding of other world cultures is not as strong.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding
<ul style="list-style-type: none"> Most students are highly committed to the school community. They participate in the Ramadan fridges initiative and supply food boxes. They contribute to charity fund-raising; having a positive impact on the lives of those less fortunate. Almost all students display an excellent work ethic. Their innovative and entrepreneurial skills are well developed, for example in the Formula One science project. The majority of students are resourceful, creative and take pride in leading activities such as Model United Nations. Students understand clearly the risks of environmental pollution. Eco Ambassadors initiate schemes to care for the school environment. They show an intelligent understanding of climate change. They appreciate the diversity of the school's population and celebrate opportunities to experience different cultures. 		
For development	<ul style="list-style-type: none"> Provide more students with the opportunity to participate in a wider range of community projects that promote a greater understanding of Islamic values and awareness of Emirati and other world cultures. 	

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
<ul style="list-style-type: none"> Almost all teaching expertly builds upon students' prior knowledge. Teachers have an excellent understanding of how young people learn. Carefully planned learning activities ensure students are active participants in most lessons. Teachers routinely have high expectations that challenge all students, promoting greater attainment and more rapid progress. The high quality teaching is firmly based on the school's vision and reflected in recent initiatives known as 'Four to Grow' and 'Super Sixteen'. Teachers' questioning is highly effective. Their questions are routinely open and often rhetorical, successfully promoting students' careful, reflective and analytical thinking. Students' use digital devices frequently and productively in their lessons. 		

	Secondary	Post-16
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> Assessment practices are valid and consistent across both phases, although not as strong in Islamic education and in Arabic. Assessment is more closely aligned within the English national curriculum subjects than it is within the MOE subjects. Use of assessment data to support student achievement is strong. The use of CAT 4 predictive data is in its early stages and is assisting in the identification of the precise interventions and support required to ensure all students achieve their potential. Throughout the school there is an emphasis on regular, helpful and supportive verbal and written feedback to students. This encourages students to reflect on next steps to improvement whilst taking greater ownership of their learning. 		
For development	<ul style="list-style-type: none"> Provide professional development for leaders and teachers to support the analysis and use of CAT 4 data. Ensure the teaching of Arabic is consistently effective. 	

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
<ul style="list-style-type: none"> The curriculum has a clear rationale reflecting the school's and the UAE's national vision. All necessary changes have been made to ensure it is fully compliant with the UK national curriculum and recognised external qualifications. The curriculum is broad and balanced with coherent progression between the secondary and Post-16 phases. The school has extended the range of option subjects available in both phases to meet the differing needs of specific groups of students. In addition to conducting whole school and subject based reviews, senior leaders sought and responded to parents' and students' views. This has prompted the introduction of BTEC qualifications in Year 12 and a Foundation course for those who are overly challenged by GCSEs. 		

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding
<ul style="list-style-type: none"> The curriculum is constantly evaluated to ensure that it meets the needs of all students. Recent introduction of 'Nurture' groups in Year 7 provides additional support for students with SEND. In the post-16 phase the extended project qualification appropriately challenges gifted and talented students. The 'Formula One' project in Year 8 provides a wealth of experiences that inspire enterprise and innovation. There is an exceptional range of intellectual, sporting and artistic extra-curricular activities, which results in 80% of students representing the school in competitive events. The curriculum includes interesting and relevant programmes that develop students' knowledge, understanding and appreciation of UAE heritage. The introduction of the moral education curriculum in tutor time is contributing to a deeper understanding of how contemporary society in Dubai is influenced. 		

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school places great emphasis on care, welfare and safeguarding of all students. Policies and procedures are in place and are understood by all staff. Periodic training is provided and bullying is extremely rare. The school facilities are maintained to very high standards with rigorous and regular safety checks. Necessary lifts and ramps are in place to provide access for all students. The supervision of students in the campus and on buses is highly effective. Safe and healthy living is a school priority. Staff regularly monitor food provision, with advice from a dietician, to ensure a balanced and healthy menu is offered. The school provides an extensive range of sports to encourage students to be active. 		

	Secondary	Post-16
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> Students are very respectful, very courteous and welcoming in all parts of the school. Relationships within the school between staff and students are excellent. Attendance and punctuality, especially at transition points, are managed very effectively by staff. The procedures for identifying students with SEND are very good. They begin early in school life with teacher, student and parent involvement. The identification of the gifted and talented students is particularly successful. Systems to support and modify the curriculum for students with SEND lead to very good progress for most. Gifted and talented students are offered an array of opportunities. Career advice is well planned and includes joint guidance for students and their parents. 		
For development <ul style="list-style-type: none"> Enhance the use of predictive data by staff as a mechanism to identify and target underachievement. 		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good ↑
<ul style="list-style-type: none"> Governors and leaders ensure that the school has an inclusive ethos. The leadership has been strengthened significantly by new appointments at senior level. A governor is identified to champion SEND. Strategic planning has improved identification, modifications and outcomes for most students across the school. The identification of students' needs begins as soon as they enter the school. Systems are effective and involve parents, teachers and students in the process. The process for each student is under constant review so that at least good progress can be assured. The work of the SEND department is highly praised by the parents. They report that they feel welcomed in the school and are able to play a full part in their children's education. Two-way communication benefits the students. Modifications for students with SEND come in a variety of forms including; additional support, small group work and occasionally an individual support assistant is provided. Most individual education plans are accurate, but they currently lack clear timelines to gauge success. The large majority of students with SEND make very good progress during lessons, as a result of increasingly effective individual support and in-class group support. Their progress is less secure in Arabic and Islamic education. Tracking, record-keeping and examples of work provide progress detail. 	
For development <ul style="list-style-type: none"> Ensure the key barrier to learning for students with SEND is addressed first and support is tailored to meet their need. 	

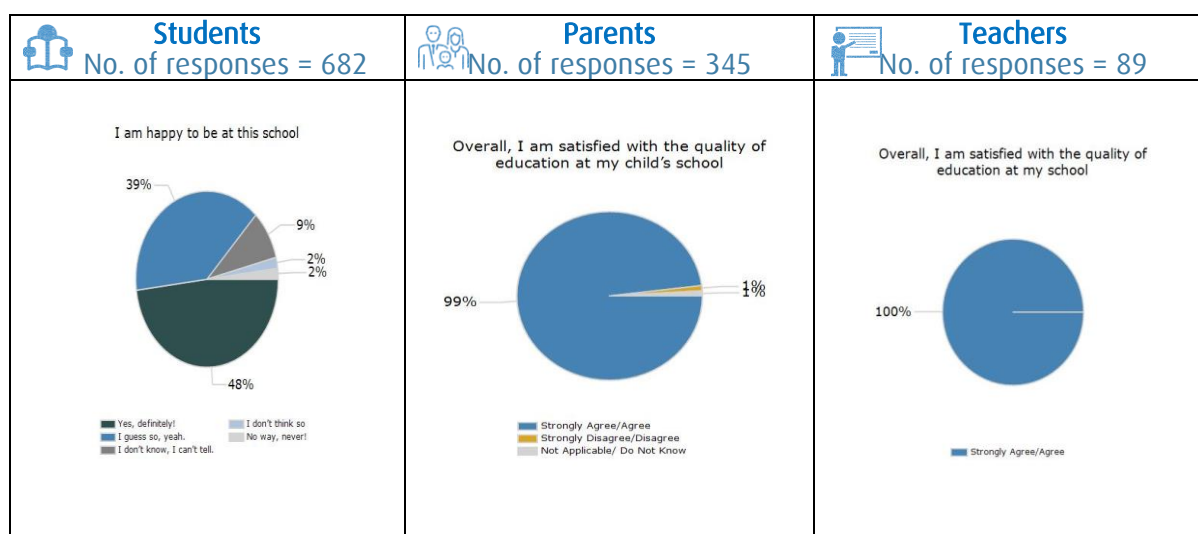
6. Leadership and management




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

- The principal, head teacher and senior leaders share a clear vision of an inclusive centre of excellence. They constantly strive to improve all aspects of school life and ensure students' achievements are at the highest level. The programme for the well-being extends to students and staff alike, creating a highly positive environment.
- Very secure self-evaluation underpins a drive to improve including a recognition of the reasons for a decline in student achievement in some subjects. This has triggered curriculum changes, focused staff professional development, support for individual students and construction of outstanding resources to meet the needs of all. The key recommendation of the previous report has been addressed with some success.
- Parents are highly supportive of the formal and informal curriculum and some contribute to programmes of learning. They value the communication and reporting mechanisms, but have not been provided with guidance on the recently introduced baseline student assessments. The school makes local social contributions, and parents are willing to support international charitable outreach opportunities which strengthen their children's personal development.
- Governors are highly committed professionals with a range of skills to support and challenge school leaders. They take an active interest in school improvement from a curricular, organisational and structural perspective. They value and respond to parents' and students' ideas and requests. They closely monitor subject departments and students' outcomes, holding middle and senior leaders rigorously to account.
- Senior leaders and governors have innovative approaches to the improvement of teaching and learning. Their determination to create an environment in which students want to come to school and staff want to remain there, helps to provide stability and enables all needs to be met. Buildings, material and human resources ensure students develop strong learning skills and meet National Agenda expectations.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>Almost all students who returned the survey, are positive about their school. Almost all feel well supported and valued. They all respect the senior leadership and appreciate the education they receive and the manner in which it is delivered. Students feel teachers have high expectations, which they strive to meet. They value the outstanding facilities offered to them. The inspection findings fully supports these views.</p>
 Parents	<p>Almost all parents who responded to the survey, feel very positively about the quality of teaching and support provided by the school. They feel the school is very well led, that the curriculum and the manner of delivery supports all aspects of their children's development. They feel engaged with the school in their children's education. Inspection findings confirm parents' views.</p>
 Teachers	<p>All respondents concur with students and parents responses on teaching, support for students, outstanding facilities and the highly positive relationships. Teachers feel well-led and very well supported by professional development. They view the care and welfare provision for the students as second to none and feel equally cared for themselves. Inspection findings confirmed these views.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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