

Inspection Report



Deira International School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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CONTENTS

School Information	2
Parents' Report.....	3
School Inspection Report.....	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
How good are the students' attainment, progress and learning skills?.....	12
How good is the students' personal and social development?	17
How good are teaching and assessment?.....	19
How well does the curriculum meet the educational needs of all students?.....	21
How well does the school protect and support students?	23
How well does the school provide for students with special educational needs?	25
How good are the leadership and management of the school?	26
What are the views of the Principal, parents, teachers and students?.....	29
What happens next?	30
How to contact us	30

chool information



General information

Location	Festival City
Type of school	Private
Opening year of school	2005
Website	www.disdubai.ae
Telephone	04-2325552
Address	Dubai Festival City P.O. Box 79043
Principal	Jeff Smith
Language of instruction	English
Inspection dates	23 rd - 26 th February 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	1544
Number of children in FS1	91
Number of Emirati students	194
Number of students with SEN	91
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	153
Largest nationality group of teachers	British
Number of teacher assistants	39
Teacher-student ratio	1:10
Number of guidance counsellors	3
Teacher turnover	16%



Curriculum

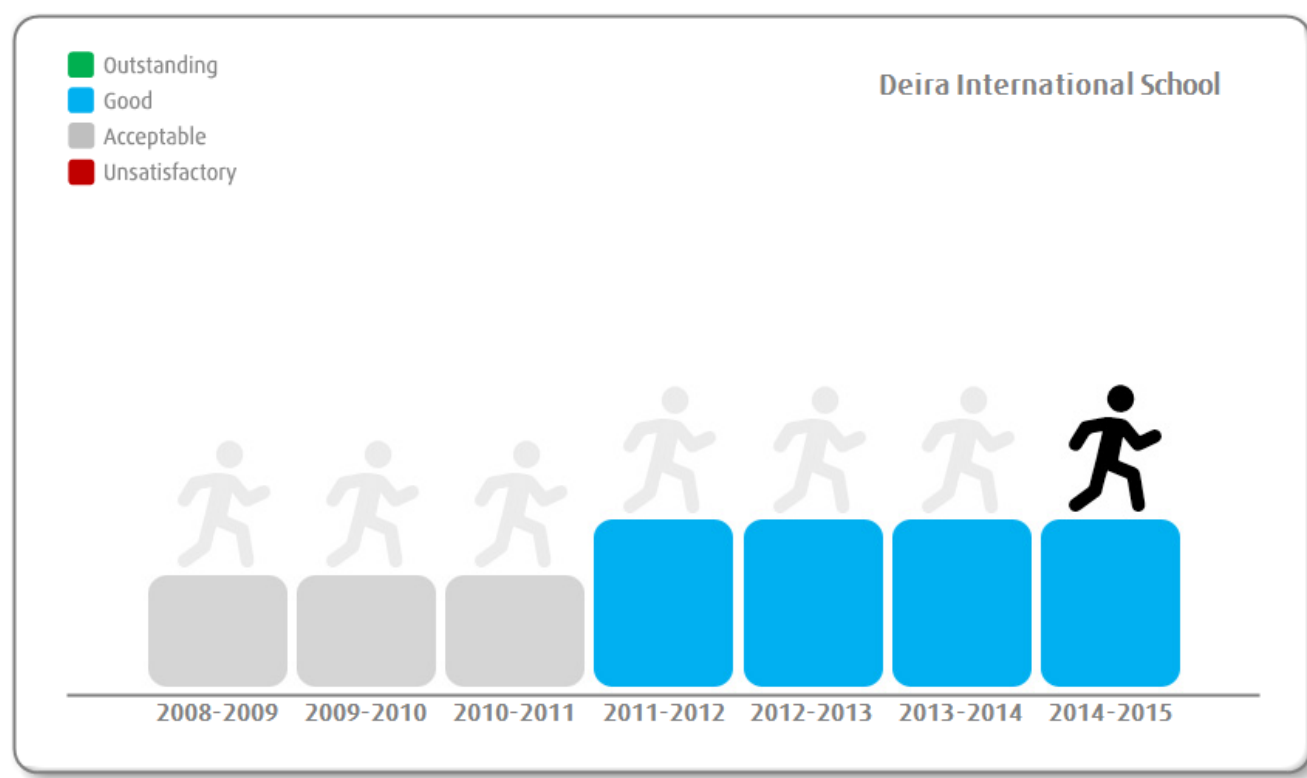
Educational Permit	UK/IB
Main Curriculum / Other	UK/IB Click here to enter text.
Standardised tests / board exams	MoE, CEM, IELTS, IGCSE
Accreditation	IBO, CIS



Dear Parents,

Deira International School was inspected by DSIB from 23rd to 26th February 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- There was outstanding provision in the Foundation Stage.
- Students had extremely positive attitudes and behaved well. They worked hard and made good or outstanding progress in most subjects.
- The teaching engaged students well and they enjoyed a wide range of enrichment activities across the curriculum.
- Students were very well cared for and supported.
- School leaders worked with determination to make improvements.

Areas for improvement

- Ensure that students' progress in learning Arabic and Islamic Education is consistently good.
- Ensure all individual education plans for students with special educational needs are clear and have measurable academic and personal development targets so that teachers and support staff can use the advised strategies and monitor students' progress accurately.
- More rigorously review the school's performance and standards in close alignment with the DSIB inspection framework.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Deira International School



How well does the school perform overall?

Overall, Deira International School provided a 'Good' quality of education to its students.



- Students' attainment of the curriculum expectations ranged from acceptable to outstanding in quality. Their best learning occurred in English, mathematics and science. Students' progress over time was almost always good or outstanding and their learning skills were mostly of outstanding quality.
- Students of all ages demonstrated outstanding attitudes and behaviour in almost all respects. They worked well together, sharing ideas and collaborating maturely when undertaking joint research with their classmates.
- The quality of teaching was consistently good and was outstanding in the Foundation Stage. The teachers' abilities to assess learning accurately and then plan accordingly was very strong; this work was done with outstanding skill in most of the school.
- The curriculum and its delivery to different students were of good quality across the primary, secondary and post-16 phases and were outstanding in the Foundation Stage.
- The school was a safe and healthy place for students of all ages. They were very well looked after. They were supported in many different ways to make good progress when learning and for their overall development. The quality of provision for students' health, safety and well-being was consistently outstanding.
- The school was very effectively led. The school's leaders worked with determination to drive improvements. They enjoyed the benefits of effective governance and very strong relations with the parent community. The daily management of the school was of outstanding quality.



How well does the school provide for students with special educational needs?

- Across all phases of the school and in most key subjects, most students with special educational needs made good progress in learning during lessons.
- Specialist teachers adapted the content of their lessons to meet the needs of different groups of students, but kept the same focus on skills development for all students. As a result, students with special educational needs developed the same skills as their fellow students.
- Most teachers used specialist advice effectively in their classes to support students. This skill was not consistently observed in all phases of the school.




1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good ↑	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Good	Not Applicable
	Progress	Not Applicable	Good ↑	Good	Not Applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Outstanding ↑	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Outstanding ↑
	Progress	Outstanding	Good	Good	Outstanding ↑
 Science	Attainment	Outstanding ↑	Good	Good	Outstanding ↑
	Progress	Outstanding ↑	Good	Good	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding ↑	Outstanding	Good	Outstanding ↑





↑ Improved from last inspection

↓ Declined from last inspection




2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Outstanding	Good	Outstanding 
Community and environmental responsibility	Outstanding 	Outstanding	Outstanding	Outstanding





3. How good are teaching and assessment?

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


4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding 	Outstanding 	Good	Good
Curriculum design to meet the individual needs of students	Outstanding 	Good	Good	Good

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding 	Outstanding 	Outstanding 	Outstanding 

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding 
Management, staffing, facilities and resources	Outstanding



School Inspection Report

Overall school judgement

Good

Key strengths

- There was outstanding provision in the Foundation Stage.
- Children in the Foundation Stage made outstanding progress in their learning and development, as did International Baccalaureate (IB) students in mathematics and science.
- Students' demonstrated extremely positive attitudes and they had a strong sense of community and environmental responsibility.
- The use of assessment information was particularly effective as was the quality of the curriculum in the Foundation Stage and the primary phase.
- The protection and support for students in all phases was outstanding.

Changes since the last inspection


- Students' progress had improved across some key subjects and phases.
- Provision in the Foundation Stage had developed and was of outstanding quality.
- Several aspects of the students' personal development had improved, with most being outstanding.
- The quality of support for students had further improved to become outstanding.

Recommendations

- Improve students' progress in learning Arabic as a first language by ensuring:
 - that senior leaders are held accountable for further improvement
 - curriculum continuity, particularly in the secondary and post-16 phases
 - that the curriculum in the Post-16 phase is compliant with regulations with regard to content and expectations across all four skills.
- Raise students' attainment in learning Islamic Education in all year groups, and help students make better progress in the Post-16 phase by raising expectations of what they can learn.
- Continue to develop specific long and short-term goals in individual education plans for students with special educational needs, and improve the monitoring of their progress toward achieving them.
- Sharpen self-evaluation and improvement planning by:
 - setting ambitious targets that include clear and measurable success criteria
 - making judgements about students' overall performance that are based on the guidance in the DSIB Inspection Handbook.
- Governors must ensure that the school is fully compliant with the Ministry of Education regulations for post-16 Arabic.






Improved from last inspection

 Declined from last inspection



1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding 
Mathematics	Good	Outstanding
Science	Outstanding 	Outstanding 

- Most children listened with understanding in English and a majority could initiate a conversation using accurate pronunciation and intonation. They read simple and sometimes tricky words and could spell them with reasonable accuracy. Most children wrote a sentence or two with appropriate punctuation. A minority of them could write extended pieces.
- Most children could count confidently to at least ten, with the majority counting to 20 and beyond. They identified missing numbers in a sequence. A few could continue a simple repeating pattern. Most children understood simple addition and subtraction. They described some of the features of two-dimensional shapes and identified them in their surroundings.
- Children in the Foundation Stage were curious about their world. They enjoyed exploring and investigating their environment and how it worked. They used a range of materials and resources to develop their observational and fine motor skills. They extended their vocabularies and used them confidently when talking about their individual discoveries and observations.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Acceptable	Good 
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, the students' attainment was acceptable. Most students demonstrated age-appropriate knowledge and understanding of Islamic concepts and etiquettes such as the importance of Friday 'Jumaa' prayer and how Muslims prepared before going to Friday congregation. Progress was good overall but rather slow in Holy Qur'an recitation.
- In Arabic as a first language, most students had secure listening skills. Students' speaking and writing skills were developing at good rates. The fluency and accuracy when reading aloud were acceptable.
- Most students studying Arabic as an additional language had acceptable listening and speaking skills. They decoded and read simple familiar texts but struggled to read unfamiliar texts. The majority of students made good progress in developing their listening and speaking skills, and started to write a few lines of text following a pattern.





- In English, most students spoke confidently and articulately about the topics they studied. They listened attentively and built well on each other's contributions. In their reading, most could infer hidden meanings as well as those explicitly stated. In preparing for writing, they used technology well, for example in taking 'screen shots' of what they considered important as they developed their ideas. Students enthusiastically used new vocabulary when writing but needed to be more precise in doing so.
- Primary mathematics students could work independently and solve problems successfully. Many were able to use and interpret mathematical symbols and diagrams. For example, they were able to estimate and calculate accurately the perimeters of compound shapes. Students made good progress across the phase and achieved better than expected standards.
- There was good progression in the development of students' science skills and their knowledge and understanding across the phases. Students continued to explore their world. They observed and described what they were seeing and made conclusions from their observations. For example, students in Year 2 could separate materials based upon their magnetic properties and Year 5 students could describe the solar system based upon their own research findings.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good



- In Islamic Education, most students demonstrated acceptable knowledge, skills and understanding of basic Islamic concepts and principles, such as the spiritual values of Hajj. Progress over time and in lessons was good. Students greatly improved their understanding of events surrounding the conquering of Makkah by the Prophet (PBUH) and his companions. Across this phase, students made progress in reciting the prescribed verses of the Holy Qur'an and applying required rules of recitation.
- In Arabic as a first language, most students had slightly weaker than expected speaking skills. Most students had adequate knowledge of grammar but their abilities to apply it correctly when writing were less evident. Most students made acceptable progress in developing their reading and comprehension skills but their progress in developing creative writing skills was slower.
- In Arabic as an additional language, the majority of students had secure listening skills and could respond to questions using extended sentences with appropriate accuracy. The majority of students made good progress in developing their speaking and writing skills. Students' progress in developing their reading skills was acceptable.
- In English, most students spoke articulately about the literature they studied. They confidently expressed views and opinions about diverse subjects, linking their learning to everyday life. Most students' higher order reading skills were well-developed. Their 'visual literacy' was also developing well as they responded to diverse texts including web sources, and 'freeze-framed' their interpretations of poetry. Most wrote accurately for a wide range of purposes, including creative writing and literary criticism. A minority of students lacked the confidence to use key vocabulary to explain and write about their ideas in literature.
- Younger secondary mathematics students could use their understanding of Pythagoras and successfully apply it to solve problems. They were fully conversant with square numbers and showed

sound understanding of square roots. The most competent Key Stage 3 students were highly proficient in data analysis and presentation. Final year students showed their capability to operate with matrices, identifying the links between algebra and geometry.

- Science students continued to develop their skills, knowledge and understanding, making good progress and attaining good grades in their IGCSE examinations. For example, students in Year 7 observed, developed hypotheses and made conclusions about the transfer of heat energy. Students in Year 11 described the transfer of energy by waves. They described waveforms and their properties and carried out simple calculations based on these properties.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Outstanding 	Outstanding 
Science	Outstanding 	Outstanding 

- In Islamic Education, most students demonstrated age-appropriate knowledge of Islamic concepts and history, such as the periods of Islamic history and the events that followed the demise of the Prophet (PBUH). Their progress was acceptable as measured against their lesson starting points. The majority of students understood the importance of taking the message of Islam to all mankind after the era of the Prophet.
- In Arabic, most students displayed acceptable listening and speaking skills. Students' progress in reading was acceptable but their progress in writing was slower.
- In English, most students were thoughtfully articulate in classroom discussion about the topics they studied. Most displayed high levels of critical thinking in writing, with evidence of insightful independent study. There were particular examples of the latter which carefully observed the conventions of research papers in terms of their objectivity. Students who were more dependent upon their teachers' support were progressing well towards meeting their targets.
- In mathematics, students could interpret transformations of trigonometry graphs and most were able to articulate their learning with confidence. Most were able to interpret and solve a given problem, organise data and use appropriate mathematical strategies and techniques. The progress of students taking the IB was exceptional.
- Students had a wide range of science knowledge, skills and understanding. By the last year of the course they were able to design an investigation based upon their own hypotheses, then collect and analyse the data from that investigation. They could communicate their results and conclusions in a variety of ways.



	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding 	Outstanding	Good	Outstanding 
<ul style="list-style-type: none"> • Students had positive attitudes toward learning. They were curious and wanted to take responsibility for their own learning. They showed increasing skills as learners and these were well developed in students in the diploma and careers-related programmes. Students were increasingly able to make connections between prior learning and new learning as they grew older. They were confident users of technology to improve their learning. • Students worked collaboratively, discussing their tasks and communicating their findings well. In group situations they could work independently but, at the secondary level in particular, lesson structures did not always provide these opportunities. 				

- The students had a range of learning skills that supported them in using the knowledge, skills and understanding they had developed in both familiar and new contexts. They were able to make connections well between their learning and real-life situations.
- Students were proficient in finding out new information, particularly in making use of technology to do so, although they did not always think critically about the new information. Students hypothesised, made inferences and drew conclusions at all levels. This was particularly evident among students in the post-16 phase.


2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- The students' extremely positive attitudes to school were evident in lessons, where they were enthusiastic and keen to contribute. They were mutually supportive and showed appreciation for their classmates' efforts. For example, Year 6 students were very eager to share what they knew during a lesson in Islamic Education.
- Students' behaviour was excellent. They were extremely polite and courteous when they spoke to teachers, support staff, and during discussions with inspectors. The atmosphere around the school was friendly and harmonious.
- Relationships between students and the teaching staff were excellent. Students celebrated one another's achievements. This was evident, for example, during an assembly as students showed the high quality photographs they had taken during a visit to Hatta. Students showed tolerance, respect and empathy for other children. They routinely gave a helping hand to their peers, for example, those with physical disabilities.
- Students knew the importance of a healthy diet and exercise. They made informed choices in the cafeteria and took part enthusiastically in sports and other physical activities.
- Levels of attendance were at least good during the last full term and students arrived promptly for lessons.


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

- Students in the primary and post-16 phases had excellent knowledge of the influence of Islamic values upon the culture of the UAE. Students' behaviour reflected tolerance, friendship, fairness, and respect for all people.
- Students demonstrated great respect and appreciation of the traditions, heritage and values of Dubai and the UAE. They identified the contemporary culture of Dubai, features that have changed over time and those that have persisted, but at a more superficial level in the secondary phase.
- Students demonstrated good understanding of their own cultures and good awareness of other cultures around the world. An annual International Day allowed students and parents the opportunity to explore and learn about the other students' nationalities.




	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding 	Outstanding	Outstanding	Outstanding

- There was a strong student voice in the school, which was significant in a number of ways. Students had influenced aspects of school policy such as their uniforms and the virtual learning environment. Their activities were not limited to the school, as they also supported the wider community. The student body was mature in its thoughts and actions, for example organising celebrations for UAE National Day. Year 5 students had instigated a collection of stationery and toys to be sent to less fortunate children abroad. They used their initiative to independently establish projects which illustrated their concern and care for others.
- Students demonstrated a strong work ethic, as was shown by the many projects. Examples included 'restart art in Palestine,' and prefects taking the initiative to organise a 'day in the life of a Somalian.' Students had confidence and initiated projects which were creatively thought through, demonstrating skills they had developed in the school.
- Students had high levels of environmental awareness and had instigated recycling projects. They had good understanding of the economics involved in protecting and sustaining the environment.

3. How good are teaching and assessment?

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



- Teachers were knowledgeable about their subjects. They were enthusiastic and able to share their knowledge with their students. They were able to enhance students' learning by providing appropriate real-life contexts.
- Teachers planned their lessons well. The purposes of the lessons were clear and were reviewed with the students. There was a good balance of activities from whole class to individual tasks. The teachers made use of many resources, including technology, and developed positive learning environments for most of their students.
- Teacher and student interactions were very strong. Students were confident in talking to their teachers, particularly in the Foundation Stage. Teachers had a range of questioning strategies that they used to good effect. Students were able to ask questions of their teachers both for support and extension. However, teachers' questioning often related to knowledge and skills. The use of open-ended questions to confirm students' understanding and to develop their critical thinking skills was not consistently evident.
- Classrooms were well organised and managed. These features allowed teachers to use a wide range of activities. The tasks, activities, resources and the strategies ensured that for most students, a wide range of learning needs was met.
- Teachers challenged their students, gave time for independent research and expected students to be responsible for their learning. Lessons allowed students to work collaboratively and strategies were used to enhance such work. On some occasions too many activities were squeezed into lessons. This meant that opportunities for reflection, consolidation and critical thinking were missed or there was too little time to be meaningful.
- Teaching in Arabic as a first language was more effective in the primary years than in the upper phases of the school. In the primary phase, lessons were engaging and interesting. However, the teaching practices in Arabic were not suitable for all students in the upper phases of the school.


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

- Assessment processes were strong across all phases and closely aligned to the academic and pastoral curriculum. The systems provided extensive data that could be interrogated and made available to all staff members. However, in Islamic Education, the assessment process was still developing, requiring the use of more accurate assessment instruments linked closely to curriculum expectations.
- Student outcomes were regularly monitored and compared against international expectations. The comparisons covered all phases in the school and used established benchmarks, for example, the results from the IGCSE and IB examinations. Exceptions to these procedures were in the assessment of learning Arabic and Islamic Education.
- Comprehensive sets of data were provided for teachers as an aid to monitoring students' progress and to ensure that appropriate learning goals were set.
- In a majority of lessons, assessment information had positive effects upon the quality of planning and thus enhanced students' learning. Students were able to reflect upon their performances and produce meaningful learning goals of their own.

- All teachers had very good knowledge of their students' strengths and weaknesses which enabled them to provide appropriate levels of challenge and give clear advice on how to improve. Whilst the use of assessment information was effective in post-16 English, mathematics and science, this was not the case in Islamic Education and Arabic. In Arabic across both the secondary and post-16 phases, the use of assessment information and the quality of feedback to students was not as strong as in the primary phase.

4. How well does the curriculum meet the educational needs of all students?





	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding 	Outstanding 	Good	Good
<ul style="list-style-type: none"> The curriculum in all phases was broad, relevant and appropriate for the various age groups. Programmes and activities provided challenge and enjoyment to students in all phases and in most subjects. They provided a balance of creative, physical and practical experiences which were designed to develop students' knowledge, skills and understanding. All of the key subjects were allocated appropriate amounts of time. Curriculum planning in most subjects ensured continuity and progression from one year to the next and between the phases. This aspect had improved, especially in the transition from the primary to the secondary phase. Almost all post-16 students were very well prepared for higher education and work beyond school. In the secondary and post-16 phases, the level of challenge for first language Arabic speakers was insufficient and the progress made by students from year to year was inconsistent. In most subjects, students of all ages deepened their understanding through a well-planned series of purposeful and enjoyable experiences. These included visitors to the school and visits to places of interest, both in Dubai and abroad. Consequently, they could see the relevance of their learning to the real world. Curriculum plans for most subjects were carefully designed to ensure that students made connections with prior learning. Opportunities for independent learning, research and critical thinking were not consistently provided in Islamic Education and Arabic as a first language lessons. The curriculum was kept under constant review to ensure that it remained fit for purpose and met the diverse and changing profile of the students from one year to the next. The Arabic as a first language curriculum was stronger in the primary phase, where it was enhanced to improve students' writing skills, than in secondary and post 16 phases. The curriculum in the secondary phase lacked adequate planning and modifications to address the gaps in students' attainment levels. The curriculum in Post 16 was not compliant with MoE requirements with regard to content and expectations. 				

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding 	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was planned and, in most subjects, modified to provide a range of stimulating opportunities for all groups of students. This was most noticeable in the Foundation Stage and primary phase. Children with special educational needs and those attaining above and below expectations were almost always fully engaged in learning. This provision was also evident in many lessons in other phases. However, there was inconsistency in students' engagement in Arabic for first language speakers because the curriculum was not sufficiently modified and expectations were not appropriately matched to the students' abilities. Students in the secondary and post-16 phases had a wide range of curriculum options and pathways provided for them. These were well-matched to their interests, aptitudes and aspirations for the future. 				

- The school offered a breadth of extra-curricular, after-school activities in sports and the arts with the aim that all students could participate in at least one activity to increase their confidence. Sporting activities offered varied levels of challenge to facilitate maximum participation by students of all abilities.
- In the Foundation Stage, the school integrated two 20-minute basic Arabic phonics activity sessions a week for the 104 Arab students but there were no separate (stand-alone) lessons to teach Arabic as a first language in the Foundation Stage.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The care and welfare of students were high priorities. Throughout the school, staff members had good relationships with students and promoted their welfare well. Child protection policies and practice were well established and highly effective. Students were extremely well supervised. They felt very safe within the school. Internet safety was promoted very effectively. Students were well aware of the potential hazards when using modern communication technology and how to avoid them. The site was very secure. Comprehensive records were kept of students' medical backgrounds and any ongoing health problems. All staff members were made aware of students with specific medical conditions. The medical centres, staffed continuously by a doctor and two nurses, were welcoming and well equipped. The buildings were well appointed and offered students a safe environment in which to learn and grow. The management of the science laboratories was effective, with all the required protocols being followed. Elevators and slopes provided access to all areas for all students. Courses for students in all phases provided clear guidance on healthy living. There was a strong emphasis outside lessons on the importance of a healthy diet and regular exercise. For example, food options in the canteens referred to nutritional values. All students had an annual body mass index check. When appropriate, students and parents were given advice and support about healthy living. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding 	Outstanding 	Outstanding 	Outstanding 
<ul style="list-style-type: none"> Supportive relationships between the staff and students characterised all phases of the school. Children in the Foundation Stage responded well to the care of their teachers and the support staff, and friendly interactions were common across the school. In the post-16 years, relationships were firmly based upon mutual trust and respect. The staff had high expectations for students' attendance and punctuality. These positively reinforced these through awards for 100 per cent attendance. Robust processes checked attendance, monitored late-coming and promptly alerted parents to immediate and/or emergent problems. The school identified students' educational needs accurately. Teachers understood what specific behaviours caused concerns. Diagnostic testing and referral to external agencies for expert opinions aided them in making useful support plans for students who had special needs. Teachers provided effective support for students with special educational needs in a wide range of ways including small group tuition and, in classes, through particular strategies advised by specialist staff. Some aspects of goal setting for students with special educational needs, and the monitoring of their progress were not fully developed. The school's provision of advice and guidance took many and varied forms. These included tutors' valuable support for students in addressing their academic and pastoral issues and provision of additional classes when appropriate. School counsellors provided strong support to students. University applicants were supported well. Informal support was appreciated by students, who saw their teachers as approachable, sympathetic and ready to listen. Senior students appreciated being trusted and treated as equals in their lessons. 				

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How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • The school promoted an inclusive ethos. The leaders of provision for special educational needs clearly understood what worked well and what needed to improve. They worked well as a team and had made important improvements since the last inspection. • The school accurately identified many students' special educational needs. Teachers raised concerns based upon their secure understanding of known indicators. Diagnostic tests were used when appropriate to provide objective assessments. External sources of professional advice were consulted when necessary. The resulting individual education plans (IEPs), written in plain English, were shared with students. • Specialist staff members provided effective support through an adapted curriculum in a range of additional classes. As a result, students developed the same skills as their peers while studying content that might differ. Teachers, and teaching assistants when present, provided increasingly effective support in classes. However, not all teachers consistently used the advised support strategies. • Parents were suitably involved as partners in their children's learning. They received regular reports on progress and helpful advice about how to support learning at home. They were aware of the contents of their children's IEPs, but had not been involved in their compilation. • Most students responded well to the goals set for them. Across all phases and most key subjects, most students made good progress in learning. Not all students in the secondary years had IEPs. The goals in IEPs were not consistently measureable. This shortcoming hindered the accurate monitoring of students' progress. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The school's vision was shared by its leaders, governors and teaching staff. The drive and determination which characterised the school community reflected its motto 'forever learning, forever achieving.' Senior leaders worked together as a cohesive team. The 'middle leaders learning community' provided an excellent forum for sharing ideas. Relationships across the whole leadership team were cordial and professional. Leaders made sure that all staff members were well aware of their performance expectations. Students knew that they were expected to behave well and take some responsibility for their own learning. Most middle leaders were insightful and had a clear idea of how to further the school's development. Subject leadership was good overall. However, there were inconsistencies in the effectiveness of leadership in the key subjects. Leaders had worked successfully to bring about improvements since the previous inspection. 	
	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> The systems for self-evaluation were excellent. All staff members were involved in regular reviews. Parents and students also contributed their comments and ideas for improvement. This enabled the school to identify key priorities for improvement. A rigorous system of performance management enabled leaders to keep a close check on the quality of teaching and learning. Successful teaching methods were shared across the school's teaching staff. A comprehensive programme of training addressed the needs of the staff. For example, all teachers and assistants had benefited from guidance on the key characteristics of effective lessons. Meticulous records of students' progress were kept. Assessment data were analysed rigorously to spot any anomalies. The school's interpretation of the data took into account international standards, but sometimes lacked clarity for the purpose of improvement planning. Whole school development plans accurately identified the priorities for improvement but some goals lacked precise ways of evaluating the extent to which they had been achieved. The recommendations in the previous inspection report had been tackled with determination and there had been progress in many areas. 	
	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> Links with parents were well established and highly productive. Parents were very supportive of the school and the leadership team. In particular, parents valued the inclusive nature of the school. Each year group had a parent representative. This provided excellent opportunities for parents to be consulted about school priorities. 	




- Frequent letters from the Director kept parents up to date with developments. Parents and teachers routinely used the school's intranet for two-way communication. Parents felt very welcome in the school and praised the 'open-door' approach of the Director, other leaders and the staff.
- Parents valued the level of detail in the annual reports and in the termly updates about their children's progress. The reports included comprehensive reviews of students' attainment, progress and attitudes toward learning, and useful guidance about the next steps in learning.
- Students benefited from well-established partnerships with the local community. These included close links with a hotel chain, which provided work experiences for students. Students visited a nearby food outlet and the Dubai Roads and Transport Authority as part of their studies. There were productive links with the city's annual literature festival.

	Overall
Governance	Outstanding 
<ul style="list-style-type: none"> • The Board of Governors played a significant role in the development of the school. Governors consulted parents, teachers and students regularly to ascertain their views. Each year group had a parent representative. They met six times a year with the Director, with one governor in attendance at some meetings. • School leaders were held to account through regular meetings between the Director, senior leaders and the Chief Education Officer of the management group. Governors received detailed reports about the quality of teaching and students' achievements from the Director and were quick to raise questions if they spotted any anomalies. • Governors provided an objective view of the school and, together with senior leaders, devised and regularly reviewed strategic plans. They drew wisely on their considerable expertise in shaping the school's further development. • Governors had not ensured that the curriculum for Arabic as a first language in the post-16 phase was fully compliant with the Ministry of Education regulations. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • Very effective communication systems contributed to the smooth running of the school on a day-to-day basis. There were clear procedures, for example, for monitoring the arrival and departure of visitors. • There was an excellent mix of expertise and experience among the teaching staff, all of whom had a recognised teaching qualification. There was a wide variety of subject specialists. • The premises were spacious, bright and extremely well maintained. Wide corridors and additional large spaces were used effectively for a range of purposes. Students' work in art and other subjects was attractively displayed and enhanced the learning environment. The reception area was spacious and welcoming. • There were ample resources for teaching and learning in all subjects. In the Foundation Stage, all classrooms included attractive resources and imaginatively designed areas to stimulate the children's curiosity. The library was well stocked. All classrooms were equipped with interactive white boards which were used well, especially to provide visual support for students learning English as an additional language. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	286	28%
	Last year	200	21%
 Teachers	102		67%
 Students	123		62%

- Just over a quarter of parents responded to their survey. Those who did were overwhelmingly pleased with the quality of education provided by the school. They had confidence in the leadership of the school.
- Parents were happy with their children's progress in English, mathematics and science. A minority were concerned about their children's progress in Arabic and Islamic Studies.
- Parents agreed that there was a broad range of subjects and options for their children.
- Parents were particularly pleased with their children’s personal development and were confident that they were kept safe.
- The vast majority of parents were positive about how their children were developing learning skills. Almost all agreed that bullying was well managed by the school if it occurred.
- Teachers were almost entirely positive about all aspects of the school’s provision.
- Senior students were generally positive, although around two-fifths indicated that they did not learn about Emirati traditions adequately. About a quarter of these students were concerned about the amount of homework and their peers’ community and environmental responsibility. A similar proportion disagreed that their opinions were listened to by the school’s leaders.

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

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

How to contact us

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