



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Al Sadiq Islamic English School

Curriculum: UK

Overall rating: Acceptable

Read more about the school →



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‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.Alsadiqschool.com
Telephone	04-263-4083
Address	Al Qusais 2 PO Box 16196
Principal	Tajammul A. M.
Language of instruction	English
Inspection dates	25 to 28 January 2016

Students



Gender of students	Boys and girls
Age range	3-17
Grades or year groups	Foundation Stage 1 to Year 11
Number of students on roll	1,829
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	39
Number of students with SEND	19
Largest nationality group of students	Pakistani

Teachers / Support staff



Number of teachers	120
Largest nationality group of teachers	Indian
Number of teaching assistants	10
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	28%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	IBT
Accreditation	Cambridge International Examinations
National Agenda benchmark tests	IBT

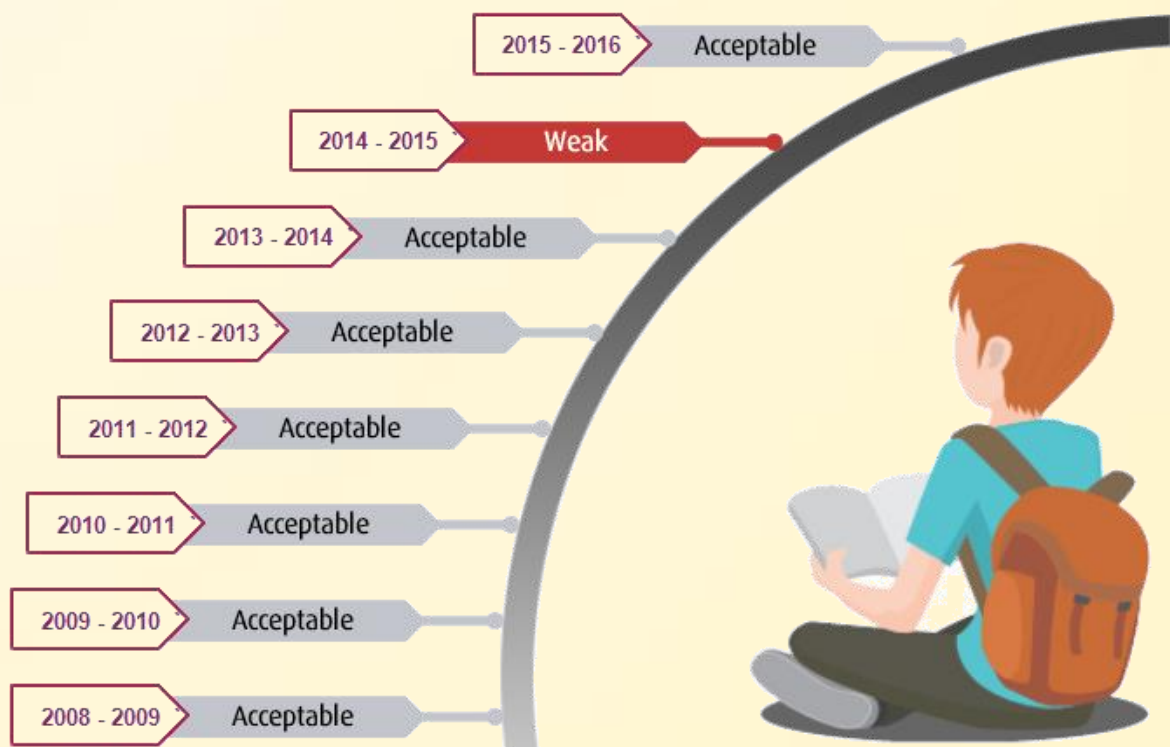


Summary for parents and the community

Al Sadiq Islamic English School was inspected by DSIB from 25 to 28 January. The overall quality of education provided by the school was found to be **acceptable**.

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

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





How well did the school perform overall?

Overall **Al Sadiq Islamic English School** offered an **acceptable** level of education for its students.

- Students' attainment and progress were generally acceptable in Islamic education, Arabic, English, mathematics and science, except in early years and secondary English, where they were good. Progress in science by students in primary phase was weak.
- The personal development of students was a strength of the school. They were able to demonstrate good Islamic values and understanding of the UAE's culture and heritage.
- Whilst teacher's knowledge of their subjects was acceptable, their knowledge of how students learned best was less secure. Assessment information was used to help teachers identify the strengths and weakness of students but its use to identify starting points in learning was not consistent.
- The curriculum offered was generally broad, balanced and coherent. It was not consistently modified to meet the needs of all students.
- Procedures were in place to ensure the safety and security of students and the staff. Although identification procedures had improved and academic progress by students with special educational needs and disabilities (SEND) was acceptable, the provision was not routinely well-matched to their needs.
- Representation on the governing board had improved to reflect the views of stakeholders. School self-evaluation was insufficiently rigorous. Consequently, school improvement plans did not identify clear criteria for success.



What did the school do well?

- There was good progress in learning English by children in the Foundation Stage and students in the secondary phase.
- Students' personal and social development were good in all phases of the school.
- There was good provision for the health and safety of children in the Foundation Stage.
- There were good links with parents and the community.



What does the school need to do next?

- Strengthen the governing board, working in partnership with school leaders, to:
 - conduct school self-evaluation that uses assessment data to identify specific priorities
 - produce a school improvement plan which contains clear and focused criteria for success, is time limited and leads to better progress by students
 - hold school leaders at all levels to account for monitoring progress on the improvement plan.

- Implement strategies which result in consistently good lessons by:
 - ensuring that there is a shared understanding of good learning
 - involving all leaders in rigorously monitoring lessons and identifying next steps for teachers
 - requiring that students collaborate, work independently, think critically and assess their own learning.
- Involve all teachers in analysing and moderating assessment information to:
 - identify clear starting points in learning for students in all subjects
 - match the work provided to the specific needs of different groups of students, especially those with SEND
 - create opportunities for students to evaluate their own and others' learning
 - increase the rate of progress students make in their learning.



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

- In all phases and key subjects, most students with SEND made acceptable progress in their lessons.
- Most parents were satisfied with the quality of information they received about their child's academic progress and personal development.
- The school communicated with parents in a range of ways, most commonly by electronic mail. Most parents appreciated the regular communication and the opportunities offered for face-to-face discussion with school staff when these arose.
- The school had begun to involve parents more fully as partners in their child's education. Involvement in contributing to their children's individual education plans was less developed.
- The school advised parents on the range of ways they could support their children at home. Most parents valued such information and were open to more detailed support.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress made towards meeting National Agenda targets.
- The school had worked effectively to promote an awareness of the National Agenda with stakeholders and throughout the school. There were extensive displays showing the aims and the school's targets. Governors, parents, the staff and students understood the importance of National Agenda to the school and Dubai. Students recognised why they had been involved in the international tests and their purpose.
- Work had been carried out on the curriculum in all three key subjects to ensure that the skills requirement of the external tests were addressed. There was variation in the results the modifications had achieved across the subjects. Resources were beginning to be developed to support students and there had been some professional development sessions to aid teachers with questioning skills.
- Lesson plans in English, mathematics and science made reference to critical thinking and showed illustrations of links to real life applications of students' learning. Plans were not sufficiently well implemented to ensure that the intended objectives were met. There were stronger examples in English and encouraging lessons in science. In mathematics, although plans were outlined, the structure of lessons rarely achieved their stated aims.
- There was a lack of investigation, enquiry, independent learning and opportunities for students to think critically. Access to a range of resources which developed these skills was limited. Consequently, students rarely considered various possible solutions to problems.

Innovation in education

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

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







Promoting a culture of innovation:

- School leaders were committed to promoting a culture of innovation. Staff members had been identified to promote the agenda of innovation. Whilst a number of initiatives had been implemented, their approach was not systematic. An 'Innovation Week' had been held to identify the skills necessary to support such a culture. Emphasis had been placed upon making the best use of the grounds to develop new ways of achieving environmental sustainability. Innovation skills had not been identified in the curriculum in order to facilitate their development in lessons.

Overall school performance

Acceptable ↑

1. Students' achievement

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

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable
Assessment	Acceptable	Acceptable ↑	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good ■	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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



Main inspection report

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

Judgements are made on a six-point scale



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

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

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

1. Students' achievement

Foundation Stage

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

- Children in the Foundation Stage entered school as beginners in English. They achieved above expectations for children of their age and made good progress from their starting points through regular opportunities to practise their skills in enjoyable ways. They had well developed listening and speaking skills and their proficiency in early reading and writing was improving. The children understood a wide range of vocabulary and spoke confidently in short sentences. They spoke clearly and competently when narrating stories in an assembly and taking part in short plays. Most children had secure knowledge of phonics, which helped them to read new words and spell accurately when writing sentences. Their short stories and recording of information in science showed good attainment for their ages.
- The children understood age-appropriate concepts in mathematics and achieved the expected levels for their ages. They counted accurately to 10, matched numbers to groups of objects and could add single digit numbers and record their answers. They could calculate one more and one less and sequence numerals, for example 51 to 60. They were developing their mathematical vocabularies to describe sizes and shapes. The children took part in activities which linked mathematics to the real world, for example using money to pay for items in the class 'plant shop.' Most children made acceptable progress, although the most able were not challenged sufficiently. The children's problem solving skills were less well developed, as sufficient opportunities were not provided to improve them.
- The children's achievement in science was in line with the curriculum expectations. Basic understanding and observational skills were developed by studying interesting and age-appropriate topics such as farm animals and how plants grow. Children named the parts of a plant and understood that plants needed water and light to grow. They showed curiosity when observing chickens and fish in their classroom. After looking closely at plants with magnifying glasses they were able to record what they saw. Their investigative, exploratory and predictive skills were less well developed. Children made acceptable progress in lessons and showed interest and enjoyment, maintaining their progress over time. They used good language skills to describe what they had learned.

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

- Most students attained levels in Islamic education that were in line with Ministry of Education (MoE) national curriculum standards. Their Holy Qur'an recitation skills were the strongest, although their understanding of the meanings of the verses was less secure. Students attained adequate levels of understanding of the Pillars of Islam and the Pillars of Faith. They were able to recall facts of the Prophet Mohammad's (PBUH) life and his companions and talk about Islamic values and concepts at such as brotherhood and forgiveness. Many students were able to connect these values to their own lives. Although internal assessments showed good progress over time, their progress in lessons and in their work was only acceptable. Challenge for the most able students was too limited to enable good progress to be made.
- In Arabic as a first language, most students' attainment was in line with national curriculum expectations. Students' listening and speaking skills were the strongest. Their reading was adequate overall, but their levels of comprehension of what they read was less strong. Their free and creative writing skills were developing. No external assessment for benchmarking was conducted in Arabic. The school's internal assessment information was not always sufficient to inform the next steps of learning. Most students made sound progress in relation to their starting points and against the learning objectives in lessons. In line with their levels of attainment, students' progress was steady in listening, responding and reading skills, but slower in reading comprehension and writing. Most groups made sufficient progress over time.
- In Arabic as an additional language, most primary students' attainment of knowledge, understanding and skills was in line with the curriculum expectations. They could participate in simple conversations about familiar topics. Most students read familiar words and sentences adequately. However, their reading comprehension was less strong. Their independent writing skills were weak. No external assessment for benchmarking was available. Similar to Arabic as a first language, the school's internal information was insufficient to enhance learning. Most students made sound progress in relation to their starting points and against the learning objectives in lessons. They made sound progress in listening, responding and reading, but their progress was slower in speaking with confidence and independent writing. All groups of students made similarly acceptable progress.
- In English most students attained the expected curriculum standards and made acceptable progress. Students in Year 1 were able to recognise verbs in a passage and read simple texts. By Year 3 students recalled key elements in a story and used a range of appropriate punctuation when writing. Students in Year 6 used their reading skills effectively to interpret information from a story text. They had opportunities to write in different styles and produced a range of literature-based projects. Younger students made better progress developing their speaking and reading skills, but there were insufficient opportunities given to develop and extend writing. Compared to international standards, students' attainment and progress were in broadly in line with expectations, with girls achieving higher than boys.

- Curriculum standards in mathematics were met by most students at the end of the phase. Year 6 students showed secure knowledge of number facts in the four operations. When compared with students internationally they attained at a similar level. Their mathematical knowledge and understanding were generally in line with those expected for their ages. Their performance over the past three years was consistent, as shown in the school's data. All groups of students, including those with particular needs, made expected progress against their learning objectives, national and international standards. There was little variance between the performance of boys and girls and other groups.
- Internal assessment information for science indicated that the majority of students attained above the curriculum standards, but this was not reflected during lessons or in international assessment data. Many situations indicated this. For example, Year 3 students were confused when instructed to research online to find suitable materials for a space suit. Similarly, Year 5 students were required to grasp the process of pollination without touching a flower. By Year 6, students' progress did accelerate significantly, for example when students were able to hypothesise that water conducted electricity. A lack of opportunities to experience investigative learning resulted in weak progress in the primary phase for the different groups of students.

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

- Similar to the primary phase in Islamic education, most students attained levels that were in line with the MoE curriculum standards in lessons and in work samples. Students' Holy Qur'an recitation skills and their understanding of the verses were secure. Most students attained adequate levels of understanding of Fiqh (Islamic laws). They achieved age appropriate levels of understanding the Pillars of Faith. In Year 11, students listed the steps of Hajj and understood key messages of the Prophet's (PBUH) farewell pilgrimage. In the younger classes, students talked about Zakat (charity) and linked the meaning of it to their own lives. Although internal data showed good progress and attainment, work in lessons and in books was acceptable when measured against the curriculum and international standards.
- As in the primary phase, in Arabic as a first language most students' attainment of knowledge, understanding and skills was in line with the curriculum expectations. They were able to explain their points of view using a reasonable range of expression. They could read familiar topics with appropriate accuracy. However, this was more difficult when the literature topics were unfamiliar. Their free and creative writing skills were developing. There was no external assessment used for benchmarking in Arabic. Most students' progressed adequately in relation to their starting points. Progress was steady in listening, responding and speaking, but slower in speaking confidently. Reading skills for familiar topics were progressing soundly, while creative writing skills were less well developed.

- In Arabic as an additional language, most students' attainment of knowledge, understanding and skills was in line with the curriculum expectations. Their listening, responding and speaking skills were adequate. Students could read pre-learned sentences and short paragraphs in line with the curriculum expectations. However, their independent writing and reading comprehension skills were less strong. In the absence of external benchmarking, the school's internal information was insufficient to inform the next steps of learning accurately. Most students' progress in relation to their starting points and against the learning objectives was acceptable. Their progress was sound in listening, speaking and reading, with most students able to demonstrate clear pronunciation. It was slower when writing independently and attempting to speak confidently. All groups of students made acceptable progress over time.
- A majority of students of English attained above the curriculum expectations and made good progress. Year 7 students were able to analyse texts successfully, make critical appraisals and present these skilfully to fellow students. In Years 8 and 11, students used their literary skills effectively when debating a series of topics linked to real world issues. In Year 10, students evaluated and described features of a text and used a number of colloquialisms in context. The curriculum enabled students to develop their speaking, listening and reading skills well. Fewer opportunities were provided in lessons for students to use their good grammatical skills in extended writing activities. By the end of the phase, most students performed consistently above international levels in a variety of benchmarked examinations, with girls attaining better than boys.
- The expected level was reached by most students when measured against the curriculum standards in mathematics. Year 11 students understood how to find the areas of similar shapes and could explain their calculations accurately. In most lessons, students could relate their work to the real world. Students' performance in international examinations was broadly in line with others of their ages. Over the last three years, students had shown consistent performance. Different groups of students progressed at broadly similar rates. Although there was no discernible difference in the rate of progress for students with additional needs, the degree of challenge for the most able students was insufficient. Boys and girls made similar progress in lessons, in line with expectations when measured against their starting points.
- Students' progress in science was better in the secondary phase, resulting in good IGCSE results at the end of the phase. During lessons, students' attainment and progress were inconsistent. Some Year 7 students tested the impact of forces on different materials, but without scientific measuring. Year 10 students displayed good research, critical thinking and presentation skills. They shared their understanding of electrical hazards and some Year 11 students discovered the significance of logic gates in circuits, although others did not. As a result, their attainment and progress over time were acceptable, limited by inconsistency across different groups.

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Although students were keen to learn and were gaining skills, they were often passive learners in lessons. For example, they just recorded and gave basic responses to their teachers' questions. Few opportunities were afforded the students to share with others what they had learned or how they could improve.
- When students worked in groups they were able to communicate their learning clearly and make good use of their peers knowledge and understanding. Opportunities for collaboration and dialogue were limited, resulting in few opportunities to extend learning and thinking. The absence of clearly identified success criteria in many lessons restricted the opportunities for students to test each other's understanding.

- Many examples were provided by teachers of the connections between their subjects and a real life context. However, opportunities for students to make such connections for themselves were limited. Overly directed teaching prevented students from considering how the knowledge and skills being developed might be applied in different contexts.
- Although students participated in projects, their critical thinking, independent learning and problem-solving skills were not usually developed in lessons. There were few opportunities to make the best use of learning technologies or enable students to extend their thinking and identify how improvements might be made.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- As a result of being well motivated and eager to learn, students generally worked to the best of their abilities. Children in the Foundation Stage enjoyed their learning, showed self-reliance and a developing confidence in trying out new activities. Students in the secondary years had high aspirations, were aware of what they needed to do to succeed and showed independence of thought and decision making skills.
- Self-discipline and good behaviour were evident in lessons and throughout the school. Students were courteous and polite towards teachers and other students, and socialised maturely at break-times. In the lower Primary years a few boys did not manage their own behaviour well.
- Student-staff relationships were courteous and friendly. Students respected their teachers and valued the support and advice they gave. They showed respect for other students and a willingness to help each other in lessons. Their strong awareness of each other's background and needs reflected the importance they attached to appreciating and valuing each other's cultures and differences.
- Children in the Foundation Stage had good awareness of the need to keep healthy through taking part in health promoting activities. Most students followed the school's advice on making healthy eating choices and taking regular exercise. They knew how to keep themselves safe and, those in the secondary particularly, were aware of the risks associated with the internet and social media.
- The students' attendance and punctuality were very good. Attendance was consistently above average at 97 per cent. Almost all students arrived promptly at the start of the day and were ready to start lessons on time. This demonstrated their keen awareness of the importance of good attendance and punctuality in achieving success in their learning.

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

- Students demonstrated good appreciation of the role and the values of Islam in UAE society. They talked knowledgably about mosques in the UAE and explained why people should be modestly dressed in the malls and public places.

- Across the school students showed clear respect for Emirati heritage and culture. They spoke well about important public places and celebrations in Dubai such as Eid al-Adha, Eid al-Fitr and National Day. The senior students demonstrated a strong understanding of Dubai's history and growth and the challenges it faces in the future.
- Cultural diversity in Dubai was well understood and respected by the students. They celebrated their own culture while showing good understanding of cultural differences. The girls in the higher year groups talked about the different things they learned from other cultures, such as their dress, food and marriage traditions. Students' understanding of other world cultures was not as consistently strong.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Good levels of responsibility were demonstrated by students of all ages. They contributed actively to the school and to the wider community, especially the oldest students. They were able to participate in a number of community activities such as raising funds for labour camps, charity fares and visits to the elderly's residences.
- Many students spoke confidently and demonstrated good leadership skills. They appreciated hard work and the need to have goals to be successful in life. The senior students were stronger in these respects. They participated actively in a number of extracurricular activities that they led, such as clubs for the different subjects and Holy Qur'an recitation competitions.
- Students demonstrated good levels of awareness of environmental challenges in the world and talked about what the Dubai government is doing about challenges such as recycling and water conservation. They had also worked to improve their school environment and the wider community by helping to clean and 'green' their school and public places in Dubai.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable

- Although teachers generally had secure subject knowledge, in a few lessons their understanding was not clear, particularly in science. Teachers' knowledge of how students learn was less evident. This resulted in lessons that were dominated by teacher-talk, with little opportunity for students to communicate and respond in ways that might help them learn.
- Lessons generally were appropriately planned. In the best lessons different activities were planned to meet the needs of different groups of students. Although lesson objectives were shared with students, in many cases they described what the students were going to do rather than what they were going to learn. The lack of focus on outcomes made it difficult to measure progress made.
- Only in a minority of lessons were students fully involved in their learning. In Islamic education students were asked to role play and link it to an aspect of the life of the prophet Moses (PBUH). In other good lessons, students played the role of teacher and acted as 'teacher partners'. But in most lessons, the teachers' questioning did not challenge students and only invited choral answers, limiting opportunities for discussions between students.

- Support for the needs of students in lessons was not sufficiently personalised. This was often restricted by the time and space available in classrooms. As a result of teachers imparting knowledge for much of the time, they were not always free to check understanding or enable students to make further progress.
- In a few lessons, teachers were able to develop the critical thinking and problem solving skills of their students. Teachers usually were overly directive. As a result, independent thinking and reflection by students were often restricted. Whilst some students were involved in projects to help them make connections and think in new ways, these skills were prevalent in lessons.
- The quality of teaching in Arabic as a first language was inconsistent. Most teachers had strong subject knowledge but limited understanding of how students learn a language. In the majority of classes, teaching strategies were used adequately to meet the needs of most students. However, teachers' questioning techniques limited the differentiation of tasks for different students.
- The quality of teaching in Arabic as an additional language was too varied. Objectives were not appropriate in some lessons. Although teachers had secure subject knowledge, they had inconsistent understanding of how students learn and retain language skills. Teaching to the whole class was common and did little to help those students who were the least or most able. Rarely were students involved actively in learning.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable ↑	Acceptable

- Internal assessments were used but they lacked robustness. More reliable was data from upper primary English and mathematics results in guiding curriculum objectives. Rubrics were used to evaluate learning in English and science, but less so in other subjects. The Islamic education department considered best practice locally in their analysis of data. In both Arabic subjects, assessments did not reflect all aspects of linguistic development.
- Since the previous inspection, the English, mathematics and science departments had used more external standardised tests to improve the validity of assessment. These tests allowed comparisons of attainment and progress with international schools. Benchmark assessments informed curriculum design and adaptation, but was not accurately or consistently applied.
- In response to a recommendation from the previous inspection report, tracking of students' progress had been introduced. Insufficient monitoring by school leaders had limited the effects of tracking upon the progress of all groups of students, including those with additional needs.
- Assessment data were aggregated successfully, especially in English and science, to identify the areas of knowledge, skills and understanding that needed attention. Analysis was better in the secondary phase, where it informed curriculum adaptation. The results of the analysis of assessment information had not been consistently used to identify students' starting points in learning, particularly in the primary phase.
- Most teachers had reasonable knowledge of their students' strengths and weaknesses. They were beginning to plan different tasks for students in English, but this practice was not a standard part of the planning and delivery of lessons in other subjects. Peer and student self-review were integral to a few lessons in some subjects. Guidance for the next steps in individual students' learning was not provided consistently.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable


- The curriculum was broad and balanced and met the needs of most students. It complied with curriculum requirements for all subjects including Arabic, Islamic education and social studies in the UAE. In the Foundation Stage the curriculum placed appropriate emphases upon practical experiences. The newly implemented curriculum provided guidelines to enable teachers to focus on the development of skills as well as build students' knowledge.
- Planning across the phases built upon previous knowledge to provide acceptable continuity and progression in all subjects. By the time they left the school most students were well prepared both academically and personally for the future.
- For older students there was a range of subject choices to meet their future career ambitions and aspirations. The curriculum provided appropriate pathways for both commerce and science options.
- The development of cross-curricular links between subjects was planned for most lessons. Clear links were often made between Islamic education, Arabic, social studies and English, but the execution of plans was inconsistent. Social studies related to the UAE had been fully integrated into the curriculum. Islamic education was taught in the Foundation Stage.
- Regular reviews of the curriculum were made by subject coordinators and senior leaders. The school had invested in new curriculum materials and resources related to the English National Curriculum requirements. Evaluation of their effects upon students' achievement and personal development had not been completed. The curriculum adequately met the academic and personal needs of most students.
- The UAE social studies elements were implemented within the Foundation Stage curriculum. In the primary and secondary phases, from Years 1 to 9, UAE social studies were taught in twice per week. Lessons were based mainly upon the UAE MoE curriculum. It was broad and enabled students to appreciate the values, culture and history of the UAE. In addition, there were many links between the subject and others, such as Islamic education, Arabic and English.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑

- Teachers' planning recognised the need to set tasks and activities in lessons based upon what students already knew and could do. Such planning was better implemented in the Foundation Stage, where children's language development was well supported. In the primary and secondary phases such adaptation was less consistent. Older secondary students benefitted from revision lessons based on the analysis of examination results.
- Opportunities for students to enhance their academic and personal development included English debating, science projects in the 'Eco Club', community service with the elderly and creative approaches to the recitation of the Holy Qur'an. Across the school there remained scope to develop further opportunities for students to participate in activities that engaged their interests and supported their ambitions.

- Lessons in social subjects supported primary and secondary students' well-developed understanding of the UAE's culture and society. Corridors and open area displays celebrated Emirati history and culture in appropriate detail.
- The school offered 80 minutes per week for Foundation Stage children to learn Arabic. Classes included first language speakers along with learners of Arabic as an additional language. This supported the transition of children to the Year 1 Arabic curricula.

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

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

- The school had adequate formal procedures for safeguarding and protecting children. This had been communicated to the staff, particularly in the Foundation Stage. Although there was no formal written policy on cyber-safety, there had been a number of information sessions for the staff and students on related topics. Class tutors had the responsibility for reinforcing the messages on cyber-safety for students when using the internet.
- Entry to the school was secure and visitors were required to sign in. The supervision of students around the school and on buses was effective. Evacuation drills were carried out in line with the regulations and fire appliances were appropriately maintained.
- All the buildings were in sound condition. Record keeping was up to date and complete, including medical and incident records. The health of students was monitored, in accordance with the regulations, by an experienced medical team.
- Students with limited mobility were able to access the upper floor via an elevator. The premises, equipment and resources provided a safe environment. However, some classrooms were too small for the number of students in them, which could compromise their safety during evacuation. Specialist areas such as laboratories and sports facilities were adequate for the numbers of students using them.
- The school had policies that promoted living a healthy life, including eating healthily. However, the canteen served very few healthy foods. Students who brought lunches from home had observed the guidelines on healthy eating. Children in the Foundation Stage had their lunch boxes monitored and parents had responded positively to encourage healthy eating. Students participated in one physical education lesson each week.


	Foundation Stage	Primary	Secondary
Care and support	Acceptable	Acceptable	Acceptable

- Across the school, relationships between the staff and students were positive. There were effective arrangements to help students manage their behaviour. School assemblies and daily 'quality time' included activities that helped reinforce students' good behaviour and attitudes, for example by encouraging reading from books.

- The school monitored students' attendance and late-coming very effectively, and promptly followed up any concerns. Prompt starts and punctual ends to lessons ensured that very little teaching and learning time was lost and reinforced the students' positive work ethic.
- Since the previous inspection, the school had revised its procedures for the identification of students' educational needs and disabilities. As a result, students' needs were more accurately recognised, with external assessments conducted when appropriate. The identification procedures for gifted and talented students were less developed than those for students with SEND.
- Specialist staff members provided support more closely related to students' needs. Effective ways to measure students' progress towards meeting their individual targets had not been fully developed. This shortcoming resulted in inconsistencies of provision and slower progress by students with additional needs.
- There were suitable arrangements for personal support and advice to students in each phase. Older students had attended careers fairs in this and other schools. Parent Council members had contributed to a programme of careers advice as visiting speakers.

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

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

Acceptable 

- Senior leaders had increased resources to provide improved support for students with SEND. The school had two specialist members of staff, who provided a focused support programme for individual students both in classes and in the newly established Achievement Centre. Senior leaders had not held all teachers properly accountable for students' academic progress and personal development.
- Revised approaches to identify students with SEND included professional assessment by external agencies. Working with other teachers, staff members with responsibility for students with SEND had begun to identify those who would benefit from additional support. As a result, the identification of students' needs was becoming more accurate.
- Most parents were broadly satisfied with the school's support for their children. Parents generally felt included and recognised the school was improving its support for students with SEND. They wanted to be more involved as partners; for example, by contributing to their children's individual education plans (IEPs) and receiving more detailed advice and guidance.
- Curriculum modification and support were most effective in one-to-one support sessions between individual students and a SEND 'key educator.' In regular lessons, teachers did not make consistently effective use of the strategies outlined in the IEPs to support all students successfully. In the very best examples, strategies were consistently applied by teachers and enabled individual students to make good progress.
- Most students with SEND made acceptable academic progress in lessons across the phases and key subjects. The IEPs did not routinely state clear measures of success. This made it difficult for teachers to assess progress, particularly in students' personal development. Overall, the arrangements to track and monitor students' progress were not precise enough to support good learning.


6. Leadership and management

The effectiveness of leadership

Acceptable 

- A clear vision to provide quality education underpinned by Islamic values was set by the principal and most leaders. The commitment to the UAE's priorities was made clear in assemblies and communications with different stakeholders. Opportunities to reinforce the vision were missed. The staff's understanding of what quality education looked like in lessons and other aspects of school life was too varied.
- Many initiatives were in place to promote quality education. There was a clear commitment by different subject leaders to improve learning outcomes for students. However, the use of data and assessment information was insufficiently rigorous and irregular. Whilst learning was 'checked' by leaders, it was not evaluated in consistent ways that ensured improvements could be made.
- Clear communication supported professional relationships throughout the school and leaders worked diligently. Opportunities to work as a team and focus on whole-school priorities were limited. Resources to support leaders, such as the lesson observation rubric, were not used in focused ways to help teachers and thus secure good quality learning outcomes for students.
- Leaders demonstrated an ambition to improve and a willingness to focus upon students' achievements. New leaders in the SEND department were keen to ensure that the goals set for students brought positive outcomes in learning. The lack of a whole-school approach, focused on learning, led to uneven success in making the necessary improvements.
- Many initiatives had been undertaken since the previous inspection. Not all had yielded improvements when measured against students' learning outcomes. The school's systems of accountability were not sufficiently clear to staff members. Leaders ensured that the school was compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable 

- Systems of school self-evaluation were in place. External consultants had been employed and the views of parents had been sought. Assessment data was considered; however, the analysis of the available information was neither systematic nor rigorous.
- Teaching was monitored by leaders and records were kept. The lack of a 'whole school' approach led to different subject departments using different methods. The learning of students was not evaluated in systematic ways. As a result, advice to teachers on how they could improve was not well focused.
- School improvement plans were in place. In addition, a number of subject departments had developed their own departmental plans. These were very detailed in identifying tasks to be undertaken. The identification of success criteria and interventions were less evident. The commitment to the UAE's priorities was made clear in the improvement plans.
- Following the recommendations from the previous inspection team, the school had introduced new curriculum and assessment systems. Daily planning was recently implemented in the Foundation Stage. A parent council had been established to increase representation on the governing board. Although these initiatives had secured some improvements, their implementation had only limited effects upon students.

Partnerships with parents and the community

Good ↑

- An effective parent council had been established. It had obtained the views of the parent community and represented concerns and aspirations to the school's leaders and governors. Parents were keen to help the school overcome barriers to improvement, such as high teacher turnover, and had worked in partnership with the school to develop good solutions.
- Parents reported that communication had improved considerably since the previous inspection. Diaries were used to enable two-way written communication. Concerns were addressed quickly and appropriately. 'Whats App' groups had been established in different subjects to provide parents with information which would support their children's learning.
- Outlines of the courses to be studied by students were sent to parents at the start of each term. Report cards were provided at the ends of the terms, followed up by meetings which helped explain students' attainment in the end of term tests. These worked well. Parents were less clear about what the grades meant in terms of the progress students had made from their individual starting points.
- The school was identified by parents as being at the heart of the community. Parents had worked closely with the staff to establish effective partnerships which focused on school improvement. A 'Mothers and Daughters' day was provided to raise the aspirations of girls. An alumni association had been established to promote different subjects and support the provision of academic and career counselling.

Governance




Acceptable ↑

- Representation on the governing board had been widened since the previous inspection. Parents' views had been placed at the heart of decision making and an educational adviser was appointed to incorporate them. The consideration of data, the setting of strategy and the measurement of their effects upon learning were not systematic enough to bring about major improvements.
- The parents' council had been more successful at holding school leaders to account than the governing board. Plans to improve accountability throughout the school were in place but not implemented. Consequently, the learning and personal development of students were not improving quickly.
- As a result of closer partnerships being established with different stakeholders, the influence of the governors upon school leaders was developing. Support was provided for a number of changes, including the provision of staff development experiences and a new curriculum. The effects of new provision had yet to be evaluated in terms of better outcomes for students.

Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • Daily school routines were adequately organised. Assemblies and lessons started promptly. The timetable was planned to ensure coverage of the curriculum and any necessary changes were managed well. Communication systems were effective. Any concerns of stakeholders were addressed quickly and appropriately. • Although there was a high turnover of teachers, steps had been taken to prevent the disruption of learning. Parents had supported the recruitment of temporary teachers and support for particular departments, such as Islamic education. The training and induction provided was not sufficiently linked to the provision of good teaching. • The school premises were generally well used to support learning. Some classrooms were small and unsuited to larger groups of students working in creative or collaborative ways. Some areas of the school were underused in supporting learning. Outdoor learning spaces in the Foundation Stage were a long way from the classrooms, resulting in lost learning time and extra demands on the supervision of children. • The available resources and facilities were sufficient to support adequate teaching and learning. Resources provided in lessons were not sufficiently stimulating to inspire critical thinking, collaboration, extended enquiry or problem solving. Displays had improved and reflected some quality learning. However, they were not used to challenge students to reflect on what they had learned. 	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	298
	2014-2015	575
Teachers 	83	
Students 	78	

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

- Most parents and teachers who responded to the survey were satisfied with the quality of education provided by the school, but a significant minority of students were not satisfied.
- Almost all students thought that the school provided them with the necessary skills to make the transition to their next stages in learning or careers.
- Parents and students agreed that the school offered a good range of subjects and extra curricula activities.
- Most parents, teachers and students agreed that the school promoted Islamic values well.
- Nearly all parents believed that the school was well led.
- Parents reported that their children generally enjoyed school and felt safe.

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