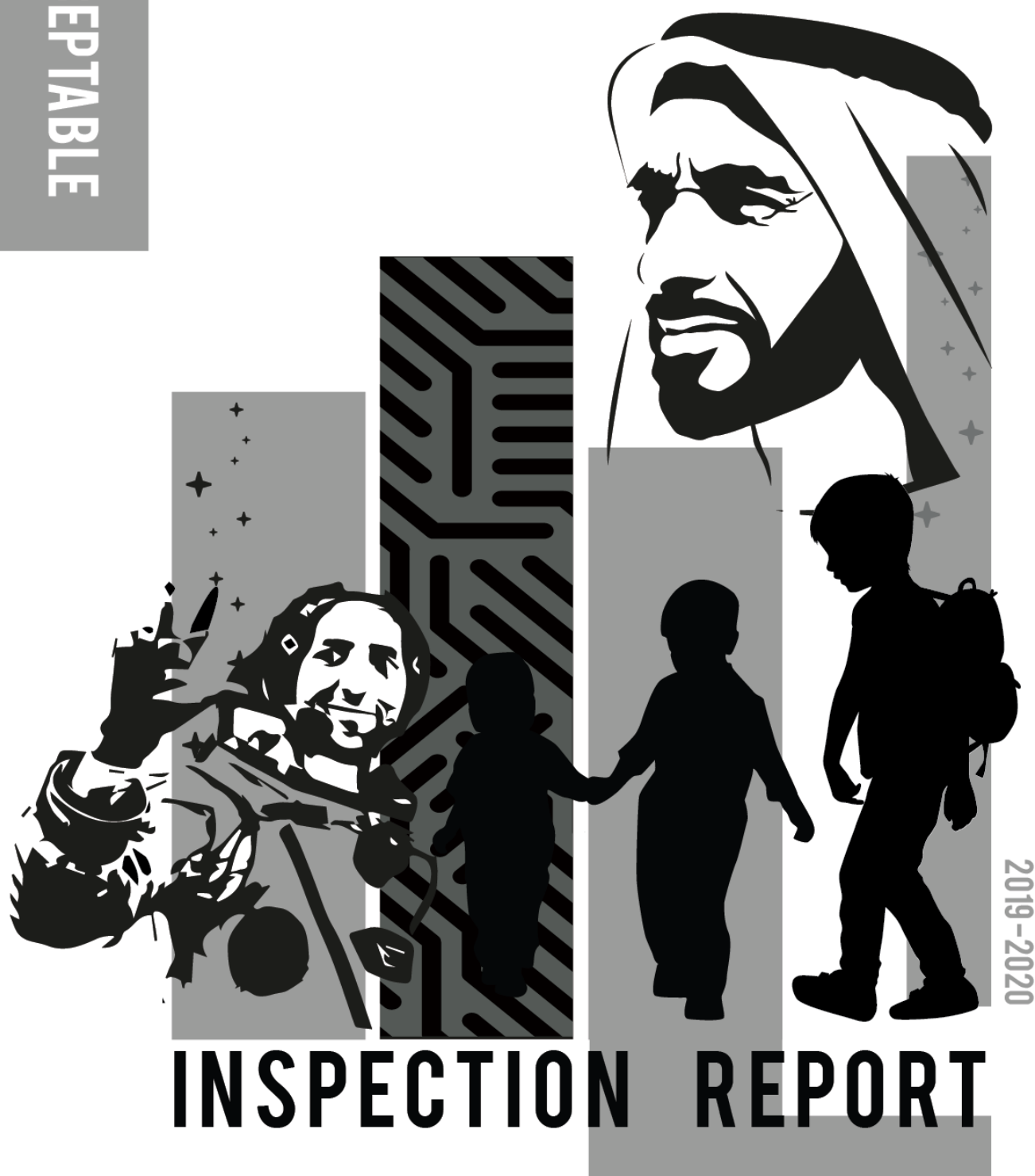


ACCEPTABLE





























INSPECTION REPORT

UK CURRICULUM

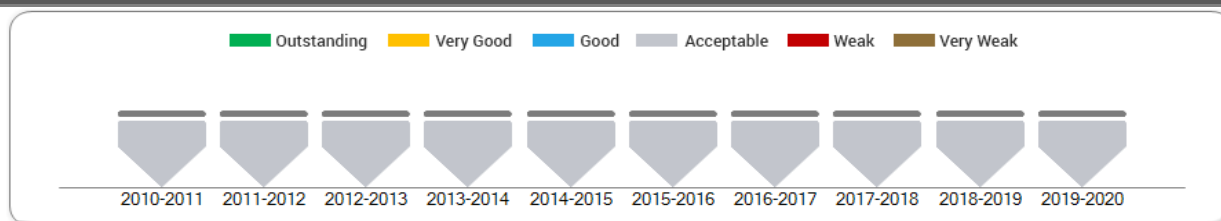
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School Information

General Information	 Location	Al Nahda
	 Opening year of School	1990
	 Website	www.dubaicarmelschool.com
	 Telephone	+97142675424
	 Principal	Alia Abu Younis
	 Principal - Date appointed	6/1/1990
	 Language of Instruction	English, Arabic
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	FS 2- Year 13
	 Number of students on roll	656
	 Number of Emirati students	41
	 Number of students of determination	76
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	76
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	33
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	6
	 Teacher turnover	28%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	UK/ IGCSE/ AS Level
	 Accreditation	Cambridge International Education
	 National Agenda Benchmark Tests	GL

School Journey for DUBAI CARMEL SCHOOL



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes	<ul style="list-style-type: none"> Students' attainment and progress in Islamic education and Arabic as a first language remain good. In Arabic as an additional language, attainment is acceptable. Weak attainment persists in English and in mathematics in the secondary and post-16 phases. In English, mathematics and science, progress is acceptable beyond the Foundation Stage (FS), where it is good. Attainment in UAE social studies is acceptable. Learning skills are good in FS and acceptable thereafter. Students' personal development is good across the school. Their understanding of Islamic values and of the UAE history and culture is very well developed, as is their sense of social responsibility. Students throughout the school do not have enough responsibility for their own learning and personal development. Their understanding of other cultures is not fully extended. They do not have adequate opportunities to lead innovation activities.
Provision for learners	<ul style="list-style-type: none"> Teaching remains good in FS, where active learning is well promoted, as is investigative science. Teaching is acceptable across the other three phases. It does not consistently promote critical thinking. Acceptable assessment systems and processes produce generally accurate information on students' progress. However, teachers do not use the information from assessments to meet the needs of all groups of students appropriately. Curriculum development has ensured that programmes of study are now age-related and better supported by assessments that are linked to curriculum standards. A wider range of optional subjects offers additional choices for students. Curriculum adaptation to meet the learning needs of different groups is good in FS but remains acceptable in the other three phases. The school's arrangements for health and safety are acceptable overall although, at the time of the inspection, the emergency evacuation procedures were weak. The school continues to maintain the procedures for safeguarding and for child protection. School transport is well organised. Attendance and punctuality are good. The school gives good attention to students' health and well-being and offers suitable guidance and advice. The provision for students with particular gifts and talents is not well developed.
Leadership and management	<ul style="list-style-type: none"> The principal ensures that the school remains inclusive. Senior leaders have overseen important improvements in school provision. School self-evaluation is now more accurate, but the success criteria in the school's improvement planning are unclear. Partnership with parents remains good. Governors hold senior leaders accountable for the school's performance. They have provided appropriate additional resources and facilities. Staff training and the library remain areas for development.

The best features of the school:

- Students' very good understanding of Islamic values and of UAE culture and society
- Students' very good social, environmental and enterprise skills
- The good start to education that children receive in FS
- The improvements to curriculum design.








Key recommendations:

- Improve students' progress and attainment in key subjects.
- Improve leaders' and teachers' analysis and use of information from assessments.
- Improve curriculum opportunities for students of determination.
- Ensure that all health and safety development points mentioned in this report are taken forward expeditiously.
- Develop the capacity of middle leaders to manage change and improvement.

Overall School Performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↓	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Acceptable ↓	Not applicable
 English	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Good	Acceptable	Acceptable ↑	Acceptable ↑
 Mathematics	Attainment	Good	Acceptable	Weak	Weak
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Good ↑	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	↑ Good	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	Acceptable			

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

meets expectations.

- The school did not meet any of its targets for the Programme for International Student Assessment (PISA) in 2015. Its scores for both subjects in the 2015 Trends in Mathematics and Science Study (TIMSS) were higher than in 2011. The school's average score in the Progress in International Reading Literacy Study (PIRLS) improved in 2016. The National Agenda benchmark assessments in English in 2019 remained weak. Outcomes for mathematics and science were higher in 2019 than in 2018. When comparing NAP outcomes against the Cognitive Ability Tests (CAT4), most students exceed expectations in mathematics and science, but are below what is expected in English.

Impact of leadership

is approaching expectations.

- Leaders' commitment to the UAE National Agenda is clear in the school's action plans. Leaders are aware that information from external assessments provides a benchmark for the school's internal assessments. Information is not used consistently in the primary and secondary phases to guide teachers' lesson planning.

Impact on learning

is approaching expectations.

- Action to promote and develop students' critical thinking, problem-solving, enquiry and research skills remains a priority for development. Teachers are being trained to challenge students regularly with activities which require them to think for themselves and to find information independently. Digital devices are used regularly in English, mathematics and science classes.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For development:

- Raise students' attainment in English so that most students exceed their CAT4 measured potential.
- Sustain the action being taken to promote and develop students' critical thinking, problem-solving, enquiry and research skills.

Moral education

- The school's moral education curriculum is effectively aligned with the requirements of the Ministry of Education (MoE) programme of study. It provides continuity and progression between year groups. Appropriate resources support the curriculum, as does the development of moral education values in other subjects.
- Moral education is taught to Years 2 to 13 for one period each week. Lessons are purposefully planned to implement the key concepts of the programme of study. All lessons develop students' participation and promote shared thinking and discussion.
- Attainment in moral education is assessed from students' work in lessons and from other related projects. In addition, a written assessment is conducted at the end of each term. Reports to parents include comments on moral education.

The school's implementation of moral education is meeting expectations.

For development:

- Ensure that all teaching deepens students' understanding of moral values.
- Provide additional resources that are appropriate to the age and stage of learning of all groups.

Reading across the curriculum

- External assessments indicate that a majority of students in the school are reading below age-expected levels.
- A range of appropriate initiatives is being introduced to raise the level of students' reading skills.
- Extensive analysis of students' performance results in targeted interventions for those students identified with weaker reading skills.
- Students have greater access to digital books, which support independent reading in school and at home. However, the library resources are insufficient to encourage a love of reading.
- The whole school policy strongly promotes the importance of reading. However, it lacks sufficient detail on strategies to further improve students' skills.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Acquire a wide range of appropriate, high-quality reading materials, and provide conducive surroundings to enable students to extend their reading skills and to increase their enjoyment of reading.
- Train all teachers and teaching assistants on how to systematically develop students' reading and comprehension skills.

Innovation

- The low levels of challenge and expectations limit the development of students' innovation skills, which are variable throughout the school.
- A minority of students have opportunities to be creative and to engage in projects that develop innovation skills and contribute to the school and the wider community.
- Teachers do not consistently modify lesson plans to increase opportunities for the development of innovation. The impact of innovative initiatives has not been measured.
- The school now offers IGCSE Enterprise. The additional curricular adaptation and innovative use of learning technology are not comprehensively planned and have limited impact on learning.
- Senior leaders' recent revisions to the curriculum provide a stable basis for further innovation, including early e-learning approaches to the promotion of reading across the curriculum.

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

For development:

- Develop a whole-school definition of innovation and ensure that the use of technology to support innovation is consistent in all phases and subjects.
- Increase opportunities for all students to develop higher-order thinking skills and to learn how to conduct inquiry and research activities.

Main Inspection Report

1. Students' achievement

Islamic education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Students' age-related attainment in the primary and secondary phases exceeds that in the post-16 phase. Students' progress in the secondary phase is better than that in the other phases. Assessment information does not reflect students' current attainment levels.
- Students in the primary and secondary phases develop a firm understanding of general Islamic teaching and the fundamentals of faith. Students in the post-16 phase show a less secure grasp. Students' memorisation and Tajweed skills are underdeveloped in all phases.
- To support students' deeper understanding of key skills and knowledge, teachers undertook further training to improve their teaching skills. This has had a positive impact on teaching in the secondary phase.

For development:

- Use more rigorous assessments to evaluate students' attainment levels in a more realistic manner.
- Improve students' attainment and progress in the post-16 phase.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- In the both phases, the majority of students demonstrate strong attainment. Students in the lower primary classes and girls in the upper secondary phase attain particularly well. The analysis of assessment information, showing outstanding attainment, is not consistent with what students can actually do in lessons.
- Students in the upper secondary phase develop good skills in the comprehension and analysis of literary texts. In the primary phase, students acquire grammatical knowledge and understanding through wordplay and games. Students' reading skills, especially the boys', develop inconsistently in the primary and lower secondary phases.
- In general, teaching is well aligned with the MoE curriculum requirements and presents appropriately challenging learning for most students. However, expectations of students' independent learning are not consistently high enough.

For development:

- Provide planned and progressive opportunities for additional reading to strengthen students' comprehension and creative writing skills.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable ↓	Acceptable	Not applicable
Progress	Not applicable	Acceptable ↓	Acceptable ↓	Not applicable

- In both phases, most students attain in line with expectations. The internal assessment information, showing outstanding attainment, is not supported by students' recent work or their language skills in lessons.
- Students' progress is variable. Students do not frequently engage in tasks or activities that match their years of language study. Most students have appropriate listening skills. A few students in the secondary phase have difficulty in understanding simple questions. Lessons do not consistently cater for students' different levels of prior learning.
- Most students' independent writing and listening comprehension skills are underdeveloped. Teaching is not well aligned to the MoE curriculum requirements. Teachers' low expectations constrain students' progress.

For development:

- Increase independent learning and raise teachers' expectations.
- Provide additional material to support students' independent writing and to extend their speaking skills.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Weak	Weak
Progress	Good	Acceptable	Acceptable ↑	Acceptable ↑

- Although attainment remains weak as it was last year, students are making gains in most skills. This is particularly evident in the secondary and post-16 phases, where progress is improving. Nonetheless, writing skills remain underdeveloped.
- A greater focus on literacy is resulting in some early improvements in students' reading skills. As students are following a curriculum designed for native speakers of English, they face considerable challenges. Consequently, their attainment is not as high as it could be.
- School leaders have introduced an appropriate phonics programme from FS2 to Year 3. There is a whole-school emphasis on extending vocabulary. Extra time is given to dedicated reading sessions, and additional support is offered to those who experience difficulties in reading.

For development:

- Design additional strategies to support the reading skills of boys and other underperforming groups.
- Develop approaches to improve students' writing skills.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable	Weak	Weak
Progress	Good	Acceptable	Acceptable	Acceptable

- In FS, the majority of children can recognise patterns. In the other phases, students' attainment in external and international assessments remains weak. Most students' number skills in the primary phase are in line with curriculum standards.
- Most students' skills in mental mathematics are improving. Their skills of investigation are developing slowly and are stronger in the primary phase. Verbal reasoning has improved, but students still require more training on the use of mathematical language.
- Throughout the school, students' critical thinking skills are inadequately developed because of low levels of challenge. In the secondary and post-16 phases, most students are making expected progress in their algebraic and statistical skills, but their consolidation of these skills is weak.

For development:

- Extend students' problem-solving, critical thinking and application of skills in unfamiliar real-life contexts.
- Provide appropriate levels of challenge in lessons to improve students' investigative skills.
- Ensure the gradual acquisition of skills and consolidate learning before moving on to the next stages.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ↑	Acceptable ↑	Acceptable ↑	Acceptable
Progress	Good ↑	Acceptable	Acceptable	Acceptable

- Children's observational skills develop securely in the FS. Students' progress in the other three phases is slower because learning activities are inconsistently challenging. Students' external test results in both primary and secondary phases were higher in 2019 than in 2018.
- Children in FS know about the properties of water. In the primary phase, students develop their understanding of the life process, chemical reactions and physical phenomena. Students' skills of explanation and analysis in the secondary and post-16 phases are underdeveloped.
- The use of scientific methods is a regular feature of students' learning in FS. It is a developing feature in the other three phases. Students are not effective problem-solvers or critical thinkers because they do not get regular opportunities to develop these skills.

For development:

- Challenge students with more demanding learning activities in the primary, secondary and post-16 phases.

UAE Social Studies

All phases

Attainment

Acceptable

- Internal assessments indicate very high attainment in both the primary and secondary phases. In lessons and in recent work, students do not demonstrate such high levels of performance. However, attainment is stronger overall in the secondary phase.
- In the early primary phase, students explain the origin and significance of the UAE flag. In the other primary classes, students know geographical features, national events and anniversaries. In the secondary phase, students develop their understanding of the country's economic development and international standing.
- In lessons, girls' discussion and presentation skills are better than those of boys. In the primary phase, students' learning is not as consistently linked to the curriculum standards as in the secondary phase. Students' application of critical thinking is more evident in the secondary phase.

For development:

- Ensure that students' learning experiences in the primary phase are more closely matched to the curriculum standards.
- Ensure that well-moderated assessment information is used to support lesson planning and develop students' critical thinking.

Learning Skills

Foundation Stage

Primary

Secondary

Post-16

Learning skills

Good

Acceptable

Acceptable

Acceptable

- In FS, most children enjoy their learning and are beginning to take increased responsibility for it. In the other phases, most students have positive attitudes towards learning. They remain engaged in most lessons, even when teaching is not stimulating.
- In most lessons, students can work well independently. Their positive interactions and collaboration are prominent features of learning. They make some cross-curricular links and relate them in simple ways to their understanding of the world.
- Students use learning technology in specific weekly lessons in English, mathematics and science in the information technology (IT) laboratory, but less regularly in normal lessons. The low levels of challenge in lesson activities adversely affect students' critical thinking and problem-solving skills.

For development:

- Improve students' critical thinking, problem-solving and application of skills in unfamiliar contexts in each phase.
- Ensure that students are active learners who use technology consistently in lessons to support their research and enquiry skills.

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

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

- Students enjoy school life. They behave well and treat one another with respect. They show care for vulnerable learners throughout the school. Their behaviour contributes well to the school's positive ethos.
- Students' good self-discipline has a positive impact on their learning and contributes effectively to co-operation between teachers and students in lessons. There are cordial relationships among students, teachers and other staff.
- Students' knowledge and understanding of healthy lifestyles are well developed. Students respond well to advice on healthy eating and exercise. Attendance is good, and arrival to lessons is punctual.

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

- Students have a very good understanding of the ways in which Islamic values influence all aspects of life in the UAE. They appreciate the diversity of cultures in the country and how all people live in harmony.
- The school organises events that raise students' understanding and awareness of the culture of the UAE. National and Flag Days are events in which students immerse in the country's culture and traditions.
- Students in all phases show excellent knowledge and awareness of their own cultures. However, their awareness and knowledge of other world cultures are not adequately developed.

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

- Students understand their responsibilities to the life of the school and to the wider community. They visit the elderly and people of determination. Older students lead activities and projects with confidence.
- The school appreciates students' views. Students are happy to offer constructive ideas which influence the direction of the school. As a result, more courses have been made available to cater more fully for students' needs and interests.
- Students are well aware of the environmental priorities of the world, including sustainability, conservation, zero waste and recycling. Many are engaged in a range of activities that promote innovation, but their innovative skills are still not fully promoted or supported.

For development:

- Establish innovation as an integral part of the curriculum.
- Encourage students' entrepreneurship and responsibility across all phases.
- Enrich students' understanding of world cultures, art, music and traditions.

3. Teaching and assessment

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

- The quality of teaching is inconsistent throughout the school. A few teachers lack an understanding of the English National Curriculum. Teaching in FS provides motivational, imaginative opportunities for active learning. Teaching is stronger in Islamic education and Arabic as a first language.
- Teachers promote independent learning skills well in most lessons. In the best lessons, interactions engage students in deeper analysis. Differentiation is not always designed well to meet the needs of all groups of students. Assessment information is not used rigorously in planning lessons.
- The lack of consistent, challenging questioning hinders students' promotion of higher-order thinking skills. In English, teachers effectively use visual imagery to consolidate students' learning. Some teachers, such as teachers of Arabic as an additional language, have low expectations of students.

For development:

- Improve effective teaching throughout the school to enable students to make good or better progress.
- Ensure that teachers consistently ask appropriately-challenging questions to develop students' higher-order thinking skills.
- Use assessment information rigorously to plan lessons that meet the needs of all students.

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

- In FS, the assessment systems, which are linked directly to the curriculum, produce clear measures of children's attainment. There have been improvements in the accuracy of assessment information in some subjects in the other three phases, but these are not consistent.
- External assessment information is analysed sufficiently to provide a suitable benchmark for the school's internal assessments. In FS, assessment is on-going and informs teachers' planning and organisation of classrooms.
- Teachers do not use assessment information consistently to plan lessons that are securely based on students' learning needs. Students receive written advice to help them understand how they are assessed.

For development:

- Ensure that assessment systems provide consistently clear, accurate and robust measures of students' attainment and progress.

4. Curriculum

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

- The curriculum has a clear rationale and an improved balance of knowledge, skills and understanding. There is continuity and progression between the different grades and phases in most subjects. All subjects are fully compliant with requirements and regulations.
- The curriculum in the secondary phase has been strengthened by the addition of ten examination courses, which were suggested by students. Although the school is inclusive, there is no appropriate curriculum pathway, particularly for the older students with the greatest need.
- An extensive review of the curriculum is resulting in better opportunities for most students. The school has ensured that students are at the appropriate ages for accredited courses. The English programme of study has been reshaped and improved with a greater focus on reading.

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

- Curriculum modifications meet the needs of most students, but these are not based on a rigorous use of information from assessments. In FS, children have opportunities to engage in motivational activities that support the development of their investigative skills and independent learning.
- Modifications focus on the gaps in students' skills revealed by external benchmarks and the English National Curriculum. These do not sufficiently meet the needs of a few students of determination or support their development of life skills.
- Better opportunities for innovation through student committees and the Enterprise IGCSE programme are not matched in other lessons. The curriculum is insufficiently adapted to promote higher-order thinking skills. The range of extra-curricular activities does not fully meet students' needs and interests.
- The school provides Arabic lessons in FS.

For development:

- Provide curriculum pathways for students of determination that include programmes to prepare them for life beyond school.
- Extend extra-curricular activities to support students' personal and academic development.
- Consistently develop students' creative, critical and innovative thinking and problem-solving in lessons.

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

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

- The school's arrangements for health and safety are acceptable overall although, at the time of the inspection, the emergency evacuation procedures were weak. The evacuation alarm was not audible in all parts of the building and, consequently, not all people were evacuated from the buildings. The attendance checks in assembly areas were not effective. Subsequently, the school took action to address these failures, including engaging external consultants to ensure compliance with the rigorous safety standards required in Dubai. The school is responding appropriately to the advice received.
- Events such as the anti-bullying week and cyber-security workshops successfully raise students' awareness of their physical and emotional safety. Effective supervision keeps students safe at school and on school transport.
- The school's curriculum includes opportunities to reinforce students' understanding of healthy and active lifestyles.

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

- Teachers and support staff have positive relationships with students. There is an atmosphere of mutual respect throughout the school community. Systems for encouraging attendance and punctuality are efficient and effective.
- Students of determination are identified using a range of information. The levels of specialist support are high. The school accommodates students with a wide range of needs, but the needs of students with gifts and talents are not consistently met.
- Students' well-being and personal development are well supported by qualified staff, including school counsellors, a career coordinator, a psychologist and a social worker. This provision is augmented by inclusion specialists. Senior students receive good advice on the next steps in their education and on future careers.

For development:

- Ensure that the school's emergency evacuation procedures meet the standards required in Dubai.
- Embed and extend the policy and procedures for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- In this inclusive school, senior leaders make provision for students of determination who have diverse needs. High levels of staffing complement improved assessment, target setting and monitoring. The inclusion support team has the capacity to develop the quality of provision.
- The school uses a wide range of strategies to assess and monitor the learning of students of determination. However, these new approaches do not fully align with the expected standards of quality.
- The school has good communication with parents. Parents are well informed of their children's progress through formal and informal reporting methods. The school provides parents with guidance that is beneficial to their children's education and outcomes.
- Teaching in the withdrawal sessions meets the particular needs of students of determination well. However, the majority of teachers do not offer consistently differentiated learning activities in the main classrooms. For a minority of students, curricular provision does not focus sufficiently on skills for life beyond school.
- Overall, the majority of students make good progress in their learning. The caring ethos of the school ensures that students' personal and social development is at least good. New systems to identify and support students of determination are being introduced.

For development:

- Ensure that the curriculum provided for students with the most complex needs is guided by a coherent, accredited and functionally-relevant programme that prepares them well for learning, life and work.
- Establish a collaborative approach to implement the new systems of identification and support and involve students in the process.

6. Leadership and management

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

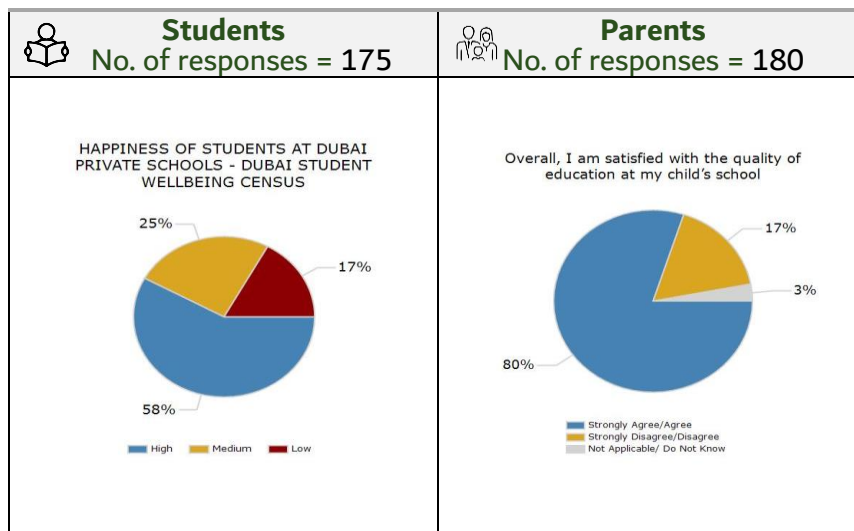
- The principal ensures that the school remains highly inclusive, catering for a wide range of learning needs. Senior leaders energetically fulfil their delegated responsibilities, notably in ensuring rapid and comprehensive curricular improvement in most phases. Middle leaders' capacity to secure improved outcomes for students remains variable. Innovative approaches to digital learning are at an early stage of development.
- The school has improved the ways in which it gathers and analyses information on its performance. This enables more accurate evaluation of student progress, though not attainment. Improvement plans identify suitable development priorities and success criteria. However, the success criteria are not expressed as measurable targets. Among leaders and department teams, there is no shared understanding of what comprises good or better performance. Nonetheless, well-planned curricular developments have effectively addressed the weaknesses identified in the previous report.
- The school engages parents well, through its liaison with the Mothers' Council. Senior leaders are receptive of parental views and respond promptly to any concerns. The school communicates effectively with parents in a range of ways, including the school website portal. Parents receive regular reports on their children's performance in examinations, but not enough personalised advice on what their children need to do to improve. Effective international partnerships have enabled the school to develop its curriculum.
- The governing board represents staff, parents and the community, and it includes education professionals. The governors' frequent presence in the school supports their growing understanding of its strengths and needs. More robust approaches hold senior leaders to account for improvement. Governors have supported changes in staffing and have provided additional resources and specialist facilities. Some areas remain unsuitable for interactive learning. The library books and library environment are not conducive to the development of a love of reading.
- Effective daily procedures ensure that the school functions smoothly, overall. Administrative routines are efficient and effective. The new management structure and the high turnover of teachers reflect significant changes in personnel. Internally-provided staff training has mitigated these changes. The school has not taken external advice on how to improve the quality of teaching and students' attainment. The new specialist accommodation gives wider provision for science, but some teaching areas and the under-resourced library limit important aspects of learning.



For development:

- Develop middle leaders' capacity to lead and manage change.
- Establish a shared understanding of good attainment and progress.
- Explain to parents how they can help their children and what their children need to do to improve.
- Provide appropriate training on teaching and assessment.
- Develop reading across the curriculum and students' independent research, and improve the library to make it a well-stocked, attractive environment for reading and studying.

Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Students' views on their well-being, happiness and optimism about the future are broadly in line with those of students across Dubai. Overall, students record positive views about their social and emotional development, their feelings of confidence and engagement with their learning. These results are similar to those of last year's survey.
 Parents	<ul style="list-style-type: none"> Of those parents who responded to the survey, almost all are satisfied with the quality of education the school provides. Almost all agree that their children are safe at school and feel suitably informed to support their children's learning. Most consider that the school represents value for money and that teachers effectively support their children's learning skills.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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