

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

ACCEPTABLE



دبي  
المعرفة Knowledge

## INSPECTION REPORT

2017-2018

Star  
International  
School

Celebrating  
10 years of  
inspections

STAR INTERNATIONAL SCHOOL

UK CURRICULUM

## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management .....	21
The views of parents, teachers and senior students.....	22



## School information

### General information

Location	Al Twar
Type of school	Private
Opening year of school	2005
Website	www.starintlschoolaltwar.com
Telephone	00971-4-2638999
Address	Al Twar 2-P.O.BOX:51008
Principal	Durriya Goriawala
Principal - Date appointed	07/03/2007
Language of instruction	English
Inspection dates	16 to 18 October 2017

### Teachers / Support staff

Number of teachers	46
Largest nationality group of teachers	British
Number of teaching assistants	19
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	43%

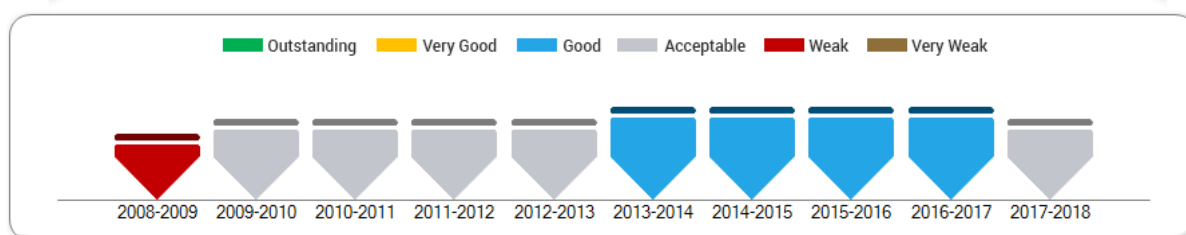
### Students

Gender of students	Boys and girls
Age range	3-14
Grades or year groups	FS1-Grade 10
Number of students on roll	587
Number of children in pre-kindergarten	0
Number of Emirati students	63
Number of students with SEND	23
Largest nationality group of students	Arab

### Curriculum

Educational permit / License	UK
Main curriculum	UK / IGCSE
External tests and examinations	GL
Accreditation	BSO
National Agenda benchmark tests	GL, CAT 4

## School Journey for Star International School



## The DSIB inspection process

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

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

### Judgements are made on a six-point scale

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

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

## Summary of inspection findings 2017-2018

**Star International School** was inspected by DSIB from 16 to 18 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The governance, leadership and management of the school has declined to acceptable. Self-evaluation lacks the accuracy required to identify the improvements which will improve teaching and learning and raise students' achievement. There are very effective communications with parents, Most parents believe the school provides clear information about the progress made by their children. Facilities and resources for science are insufficient to support high quality learning.

### Students' achievement

In the primary and secondary phases, students' attainment and progress are acceptable in Islamic education and Arabic. In the primary phase, students' attainment and progress have declined to acceptable in science. This is also the case for mathematics in the secondary phase. English remains the strongest subject with good student achievement across all the phases. The quality of students' learning skills has declined in the primary and secondary phases to acceptable.

### Students' personal and social development, and their innovation skills

The quality of students' personal and social development ranges from good to very good and is demonstrated in positive and responsible attitudes. Attendance and punctuality are very good. Students demonstrate a strong awareness of Emirati culture throughout the school and are knowledgeable about UAE heritage. Innovation and enterprise skills are underdeveloped and major issues about the wider environment are not fully understood by students.

### Teaching and assessment

The quality of teaching and assessment are good in the Foundation Stage and have declined to acceptable in the primary and secondary phases. The pace of teaching and choice of activities and resources, do not always meet the learning needs of all students. The use of assessment is inconsistent and teachers do not always take sufficient account of students' prior learning when lessons are planned.

### Curriculum

The curriculum remains good overall. However, in Year 10, the school is not compliant in Islamic education and Arabic, with regards to allocating the appropriate teaching times. The school provides enhancement opportunities and adaptations through a range of extra-curricular activities.

### The protection, care, guidance and support of students

The arrangements to provide a safe and secure environment are very good. The involvement of senior students in risk analysis is very effective. The overall quality of care and support is maintained since the previous inspection.

### What the school does best

- The good teaching, learning and progress in the Foundation Stage.
- The students' very good personal and social development across all phases
- The good quality of learning interventions to raise Emirati students' achievement and progress
- The productive links with parents in enhancing and improving the learning experiences of children in the Foundation Stage and students with special educational needs and disabilities (SEND)







### Key recommendations

- Ensure governors and all leaders are involved in the accurate, reliable and systematic self-evaluation of the quality of teaching and learning outcomes, in order to improve students' progress and attainment in all subjects.
- Use valid and reliable assessment data in a strategic and comprehensive manner to inform teaching, planning and a thorough understanding of appropriate benchmarks.
- Improve the quality of teaching and raise teachers' expectations, in order to improve student outcomes in all subjects, especially in Islamic education, Arabic, mathematics and science.
- Promote students' skills in innovation, enterprise and entrepreneurship across all phases.

## 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	Good	Good
	Progress	Good ↓	Good	Good
Mathematics 	Attainment	Good	Good	Acceptable ↓
	Progress	Good	Good	Acceptable ↓
Science 	Attainment	Good	Acceptable ↓	Good
	Progress	Good	Acceptable ↓	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable ↓	Acceptable ↓



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

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

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable ↓	Acceptable ↓
Assessment	Good	Acceptable ↓	Acceptable ↓

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good
Curriculum adaptation	Very good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good ↓	Very good ↓
Care and support	Very good	Good	Good

## 6. Leadership and management

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



## National Priorities

### National Agenda Parameter



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

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

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

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

- Students' attainment based on the National Agenda Parameter (N.A.P) benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- The leadership team acknowledges the importance of the outcomes of the N.A.P and recognises the need for training on data analysis.
- The available data makes it difficult to conduct a thorough analysis of what would influence curriculum planning. Analysis of international benchmark assessment is not yet fully embedded.
- Analysis of the N.A.P is at an early phase in terms of influencing curriculum adaptations and identifying areas that require increased focus.
- Analyses of N.A.P results are not used to extend teaching strategies in English, mathematics and science. The development of open-ended investigation, enquiry and the use of real-world learning contexts, are emerging features.
- The impact of N.A.P data on students' learning and the use of digital and paper-based resources to enhance effective research skills are developing.

**Overall, the school's provision for achieving the National Agenda targets is not secure.**

## Emirati Students

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



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

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

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

- School leaders and governors have a commitment to raising the achievement of Emirati students. They have identified verbal reasoning as being in need of development. Students are supported with a variety of programmes and activities to develop their thinking and verbal reasoning skills.
- Emirati students have very positive attitudes to their learning, enjoy school and most persevere well on tasks. They cooperate very well in paired and group activities and communicate their ideas in whole class sessions. Emirati students are clearly identified as a distinct group and the school has a range of intervention strategies planned.
- Emirati students are represented in the higher attaining groups across the school especially in mathematics and science. Lesson planning takes account of learner's needs but is not always consistently applied.

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

### Moral Education

- Moral education is integrated into UAE social studies programme, assemblies and other subjects. There is insufficient time allocated in the school's current timetable.
- The curriculum scope and sequence for moral education is aligned with social studies and shows progression across phases in skills and concepts, along with cross-curricular links.
- Teachers have a strong subject knowledge and are able to foster collaborative and reflective learning. However, moral education is given less priority than social studies.
- Assessment processes are being developed. Formative feedback focuses on concepts, and behaviour.

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

### Social Studies

- The UAE social-studies programme is linked to the moral education and continues to gain momentum across all phases.
- The curriculum documents demonstrate progression across phases, especially in skills and concepts that have strong cross-curricular links.
- Students collaborate on projects, communicate learning effectively and think deeply when challenged about cultural aspects of life in the UAE and the wider world.
- Assessment strategies target key value concepts and skills, are comprehensive and involve projects and tests, which are undertaken regularly.

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


### Innovation in Education

- A culture of innovation is not yet evident or well understood by governors or leaders. Some older students are innovative during business studies and social studies lessons.
- Teaching strategies, in general, remain mostly content or textbook driven.
- The use of technology is inconsistent, though each classroom has an interactive whiteboard and students have iPads.
- The school offers a range of activities which include interest and booster clubs and sporting activities. Students feel well supported through these opportunities, though the link to innovation is tenuous.
- Students have few opportunities to regularly demonstrate enterprise. The students' council does offer some limited leadership opportunities for students.

**The school's promotion of a culture of innovation is underdeveloped.**

## Main inspection report


### 1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable

- Most primary and secondary students demonstrate skills, knowledge and understanding that are in line with curriculum expectations. Students in the upper year groups, display less developed skills and make slower progress in lessons and in their recent work.
- Students' knowledge of Islamic concepts and principles such as Messengers and Angels is in line with expected curriculum levels, while their recitation skills are weak, particularly in the upper year groups.
- Progress in both phases is hindered due to teaching strategies that offer limited opportunities for students to think critically, solve problems or research knowledge beyond the text-book according to their ability.

#### For development

- Improve students' skills by raising teachers' expectations and consistently offering opportunities for them to take responsibility for their own learning.

		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable


- Most students are working at levels in line with the curriculum standards both in the primary and secondary phases. In lessons and recent work, they make the expected progress as measured against the learning objectives identified in lessons.
- Students listening skills are better developed than other skills. Students are able to read but can only answer simple questions about the text and are developing comprehension skills slowly.



- Students' written work lacks grammatical accuracy, and their ability to write at length for different purposes is limited. They are not making progress in extended speaking and creative writing due to the lack of opportunities.

#### For development



- Develop higher order reading and comprehension skills in all phases of the school and increase the range of writing opportunities for students to develop extended writing.

Arabic as an additional language 		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most students, attain levels in line with the curriculum standards in the primary and secondary phases. In lessons and in work books, they make the expected progress as measured against appropriate learning objectives.
- Most students are able to follow the teacher's instructions and answer questions related to familiar topics. They can formulate simple sentences, rehearse and act out short dialogues. Students can read adequately, however, their comprehension skills are underdeveloped.
- Students still write at levels which are too basic and do not reflect the full range of vocabulary acquired throughout the year. More able students are not routinely challenged in lessons and their progress is lower than expected.

#### For development

- Provide opportunities for students to participate in meaningful communication and maintain high expectations of each student's capabilities about what they can do and learn.


English 		Foundation Stage	Primary	Secondary
	Attainment	Good	Good	Good
	Progress	Good 	Good	Good

- In primary and secondary, the majority of students can comprehend meaning, identify the main idea and sequence events. Some students are capable of deeper character insight, reading and interpreting a variety of text types and making connections to real life.
- In all phases, students' skills in speaking and listening are stronger, while reading and writing skills are less developed. Opportunities to practice writing for a variety of purposes are enhancing student progress.

- In the Foundation Stage, the strong focus on phonics, communication and language are instrumental in developing skills and knowledge. Systematic opportunities for verbal expression in Key Stage 2 and 3 has led to improvement in students' oral skills.

#### For development


- Raise teaching expectations to enable students to develop their critical thinking and independent learning skills across all phases.

		Foundation Stage	Primary	Secondary
<b>Mathematics</b> 	Attainment	Good	Good	Acceptable ↓
	Progress	Good	Good	Acceptable ↓

- For the majority of children in the Foundation Stage and students in the primary achievement levels are above curriculum expectations. However, in the secondary phase, levels of achievement are lower as there are less opportunities to develop all mathematical skills.
- Students' in the primary phases are skilled in manipulating number and applying formula. Their skills in problem-solving and mental mathematics calculations are developing at a slower pace. In the Foundation Stage, integrated activities encourage children to apply, and practice mathematical skills such as number and sequencing patterns in meaningful situations.
- In the secondary phase, students' prior knowledge is not consistently taken into account. In addition not all skills and mathematical concepts identified in the curriculum are systematically developed.

#### For development

- Set high expectations for students, particularly in the secondary phase, and ensure they are able to develop all mathematical skills and apply them to real life situations.

		Foundation Stage	Primary	Secondary
<b>Science</b> 	Attainment	Good	Acceptable ↓	Good
	Progress	Good	Acceptable ↓	Good

- In the Foundation Stage, children develop early scientific knowledge and skills from investigations and sensory experiences. As a result of the improved curriculum, the majority of Year 9 students achieve standards beyond curriculum expectations. They have improved skills of applying their scientific knowledge.

- Students in the primary phase, conduct experimental tasks but opportunities to demonstrate critical thinking skills are often constrained by teachers' detailed instructions. Secondary students' skills of 'working scientifically' are better and more of their lessons are based in the laboratory.
- Students in the secondary phase, develop their knowledge and skills in biology, chemistry and physics well. In the primary phase, students often have difficulty in communicating clearly their understanding of scientific concepts.

#### For development

- Provide more opportunities for students at each phase to develop critical thinking skills, especially when designing experiments and evaluating their results.

	Foundation Stage	Primary	Secondary
Learning Skills	Good	Acceptable ↓	Acceptable ↓

- Most children are keen to learn. In the Foundation Stage, the majority persevere with tasks and are developing independence. In the primary and secondary classes, students become increasingly more responsible for their own learning as they progress through the school.
- In most subjects in the primary and secondary phases, students work well together in pairs and larger groups. They are willing to share their learning in class but are often held back by their limited ability to express themselves clearly in English.
- In the Foundation Stage, children have frequent opportunities to use learning technology to enhance their learning. In the primary and secondary classes, there are fewer opportunities to use technology or demonstrate critical thinking skills.

#### For development

- Incorporate more opportunities for students to acquire and apply creativity, innovation, problem-solving and critical thinking skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students have a positive attitude towards learning across all phases. They are self-disciplined and respond well to each other. This positive behaviour makes the school a peaceful community where bullying is rare.
- Respectful relationships, which are built on care and consideration, contribute strongly to learning. Students are also aware of their needs and differences, and eager to help their peers whenever possible.
- Across all phases, students are aware of the benefits of following a healthy life style. They know about which making healthy choices and can talk about what it means to keep safe and well. Students' attendance rate is very good.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Very good

- Secondary students demonstrate a very good understanding of Islamic values and how these impact on the daily lives of people in the UAE. Their own behaviour reflects tolerance, friendship, and respect for all people.
- Students demonstrate respect and appreciation of the UAE culture and heritage. They celebrate the UAE National Day and Flag Day, and are aware of Emirati cultures and traditions and the Islamic values that underpin them.
- The majority of students appreciate their own culture and heritage and show deep respect of other cultures. They celebrate International Day, However, their knowledge of cultural diversity is limited particularly in the lower phases.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Good ↓	Good ↓	Very good ↓

- Students contribute to the life of the school and the wider community through planned responsibilities, community programmes and some volunteering activities, such as charity events and visits to labour camps. They also participate in environmental cleaning campaigns.
- Students particularly in the upper grades have positive attitude to work. They are active in promoting care for the school environment and conservation. Students involve themselves in activities such as, newspaper and water bottle recycling programmes.
- Students are well aware of environmental issues such as global warming. They understand the school carbon footprint and what constitutes environmental sustainability.

#### For development

- Increase opportunities for students to initiate and plan projects and enterprise activities that have a positive impact on the school and the wider community.



### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable ↓	Acceptable ↓

- Teachers are aware of the abilities of their students. Most plan lessons with clear objectives, but the pace of learning and choice of activities and resources used in class does not always meet the differing learning needs of all students.
- In the primary and secondary phases, the quality of teachers' questioning is inconsistent. Not enough attention is given to developing students' thinking skills. Some lessons are overly directed by teachers, restricting opportunities for students to be innovative and creative.
- Teachers' use of assessment is inconsistent. They do not always take account of students' prior learning when planning or delivering lessons. The quality of marking and feedback to students is variable and does not consistently help students to progress.

	Foundation Stage	Primary	Secondary
Assessment	Good	Acceptable ↓	Acceptable ↓

- Internal assessment processes are linked to the curriculum standards. They provide a measure of students' knowledge and of their progress. The use of assessment information to inform adaptations to curriculum, teaching and learning is in its early stages of development in primary and secondary. Feedback on students' written work provides little guidance on next steps in learning.
- The school conducts external assessments linked to the curriculum expectations and participates in international benchmarking. The analysis of the existing assessment information is carried out to identify the needs of individual students and groups of students.
- In the Foundation Stage, baseline assessment is undertaken on entry based on EYFS domains. Observations and assessment information are regularly analysed to determine ability groups and to plan for individual children and track their progress, weekly and over time. Teachers use the assessment information effectively to inform and adapt planning and teaching.

#### For development

- Use assessment information to inform adaptations to curriculum, teaching and learning.

#### 4. Curriculum

	Foundation Stage	Primary	Secondary
<b>Curriculum design and implementation</b>	Very good	Good	Good

- Curriculum design and implementation is at least good in all phases. Across all key stages, curriculum progression is well sequenced and there is an opportunity for students to engage fully in learning. Arabic and Islamic education are not compliant with the requisite amount of teaching time in Year 10.
- A strength in the school is the development of cross curricular links which are embedded in lesson plans. The use of a thematic "topic" lesson approach in both the primary and secondary supports a more inclusive approach to learning.
- Involvement of school leaders and teachers in annual curriculum review, and on-going monitoring of its implementation, has resulted in modifications being identified but not fully implemented. This review process does not always result in improved learning outcomes in all subjects.

	Foundation Stage	Primary	Secondary
<b>Curriculum adaptation</b>	Very good	Good	Good

- Adaptations to the Early Years curriculum are more successful than in other phases. They have resulted in measurable improvement in the learning outcomes for Emirati students.
- The school provides enhancement through a range of extra-curricular activities. Innovative approaches to stimulate curiosity or apply reasoning skills are not incorporated into the curriculum and there are limited opportunities to develop students' research or critical thinking abilities.
- The development of students' knowledge, understanding and appreciation of UAE culture is effective and relevant to their own experiences.
- Arabic is taught in the Foundation Stage in a weekly 75 minutes session to all children.

#### For development

- Ensure Arabic and Islamic education are compliant with the requisite amount of teaching time in Year 10.

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

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Very good ↓	Very good ↓	Very good ↓

- The care, welfare and safeguarding of students are very good. The arrangements to provide a secure environment are monitored by senior leadership. Accurate records indicate efficient levels of maintenance and repair. The involvement of senior students in risk analysis is effective.
- The school has no canteen and this provides a challenge for staff to implement a consistently successful policy on healthy eating. The clinic is very proactive in supporting healthy living, diet and exercise and relevant medical information sensitively managed.
- The lack of a lift prevents those with physical disabilities from accessing all teaching and learning facilities. Good measures are in place to protect students from the sun and access fresh drinking water.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Very good	Good	Good

- Staff know students in their care very well and are aware of their individual needs. Positive relationships result in an atmosphere of mutual respect and cooperation. Systems and procedures for managing students' behaviour are very successful.
- The school has rigorous systems to promote and monitor the very good attendance and punctuality. Students with SEND are identified effectively but only a few students who are gifted and talented are currently recognised and provided for. Career guidance for older students is not strongly developed.
- The overall quality of care and support has been maintained since the previous inspection but there remains inconsistency in the quality of support provided in some lessons. The school is very welcoming and nurtures students well.

### For development

- Identify and support students who are gifted and talented and ensure more consistent levels of support for students with SEND to enable better progress.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- Governors and school leaders support and promote an ethos of inclusion within the limitations of the school premises.
- There are effective processes in place to identify students with SEND. The new special needs coordinator (SENCO) is introducing a range of new assessment procedures which include individual tracking systems. This enables interventions to be identified which reduce their barriers to learning.
- Parents greatly appreciate the help and support they receive from the SENCO and the SEND team. They say they value the advice they are given and the strong partnership between home and school.
- Lesson planning takes account of the needs of student with SEND and modification is identified in most lesson planning. Education learning plans are personal and relate well to specific student needs.
- Students' progress overall is good across most subjects. It is less secure in some lessons when whole class teaching does not take sufficient account of individual needs or different learning styles. Few students who are gifted and talented have been identified.



## 6. Leadership and management

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

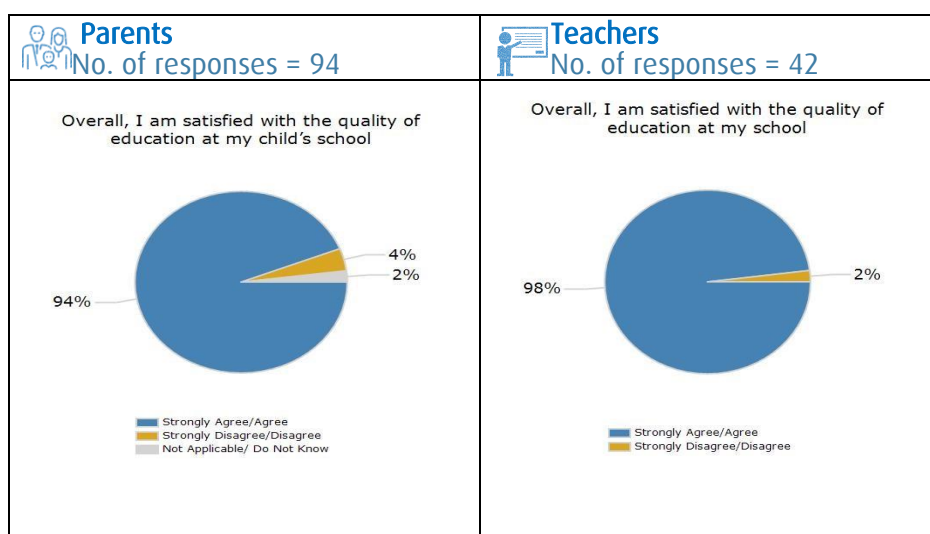
- The leadership and management of the school is acceptable. The school's action plan has set out goals that are more aspirational than measurable. Many aspects of school performance have declined as a result. The vision for the school is not consistently implemented by leaders at all levels.
- The school's self-evaluation of its own performance does not accurately describe either provision or outcomes. There has been little progress in addressing the recommendations of the previous inspection report. As a consequence, the quality of teaching, learning and assessment has not improved and students' achievement is variable.
- Parents are very positive about the school's reporting and communication procedures. They believe they are listened to and are always welcome to meet teachers and leaders. Workshops are provided to support parents' understanding of new school policies or curricular changes.
- The governance of the school is acceptable. The monitoring of compliance, school improvement and self-evaluation is not rigorous. Little or no progress has been made in improving outcomes for students of Islamic education and Arabic. However, governors are working diligently to maintain staffing levels and ensure all staff have appropriate qualifications.
- Facilities and resources require improvement in science. Some teachers have a very heavy workload and are expected to teach a number of subjects. Professional development is generally well-organised but is not followed up and its impact on the quality of learning, measured accurately.



### For development

- Develop a specific action plan to accelerate students' attainment and progress in Islamic education and Arabic.
- Involve all leaders and governors in the accurate, reliable and systematic self-evaluation of the quality of teaching and learning outcomes, particularly in Islamic education and Arabic.

## The views of parents, teachers and senior students

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



 <b>Parents</b>	<p>Almost all of the parents, who responded to the survey, are satisfied with the quality of education the school provides. They feel the school is well led, children behave well and are kept safe. A few feel that the school does listen sufficiently to their views, would like more extra-curricular activities and children need to be encouraged to read more at home. Inspection findings do not support these few concerns.</p>
 <b>Teachers</b>	<p>Almost all of the teachers, who responded, agree with the parents' positive views. A few feel professional development could be more effective and would like a better range of resources, including information technology.</p>

### What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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