



## Raffles World Academy

Curriculum: UK/IB

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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## School information



General information	
Location	Umm Suqeim
Type of school	Private
Opening year of school	2008
Website	www.rafflesis.com
Telephone	04-4271200
Address	P.O. Box 122900 Umm Suqeim Dubai
Principal	Mr. Timothy Roberts
Language of instruction	English
Inspection dates	9 to 12 January 2017

Teachers / Support staff	
Number of teachers	189
Largest nationality group of teachers	British
Number of teaching assistants	40
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	18%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG1-Grade 12
Number of students on roll	1901
Number of children in pre-kindergarten	None
Number of Emirati students	114
Number of students with SEND	135
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
This might be deleted Main curriculum	UK/IB
External tests and examinations	IGCSE, International Baccalaureate (IB)
Accreditation	International Baccalaureate (IB) Council of international schools (CIS)
National Agenda benchmark tests	CAT4, IBT, GL



## 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.

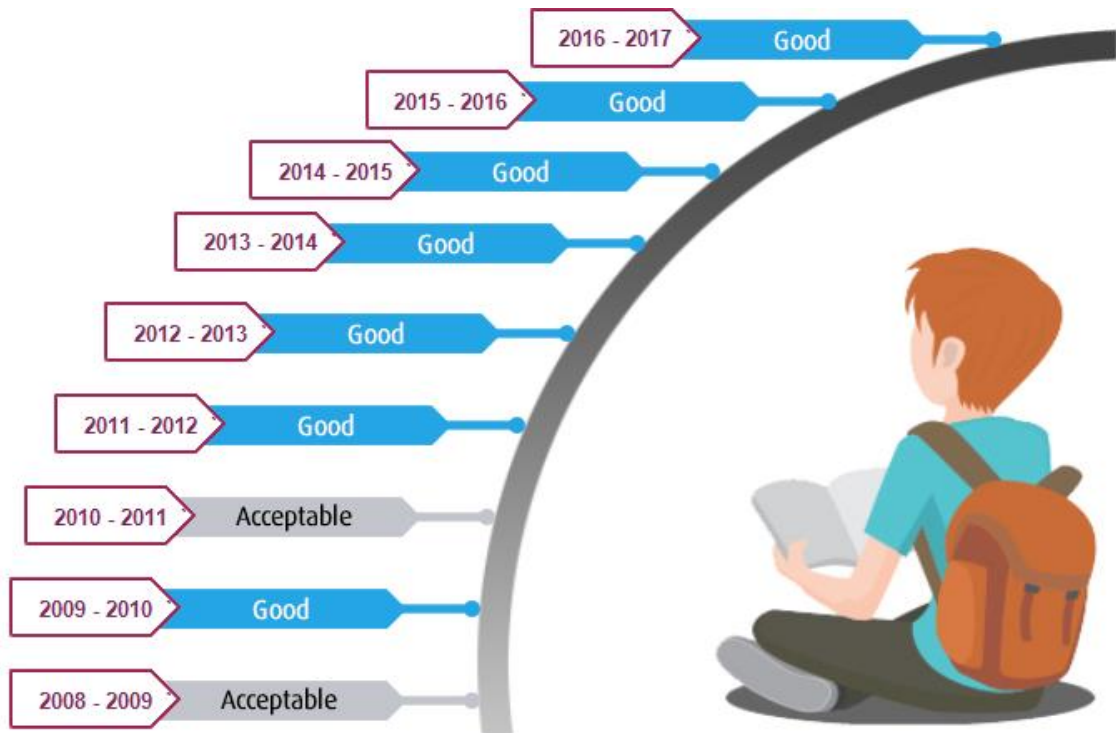
### Judgements are made on a six-point scale

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.

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



## Inspection journey for Raffles World Academy



- Raffles World Academy opened in 2008. The principal and head of secondary joined the school in September 2016. The number of students is currently 1901. Around 22 percent of students and 18 percent of teachers are new to the school. As a result of increased staffing, the teacher-student ratio has reduced significantly.
- Previous reports identified strong partnerships between school leaders, the school's advisory council and parents, aimed at school improvement. Relationships across the school have been consistently very positive within a high quality healthy and safe environment. The last report highlighted strengths in students' personal and social development, including their outstanding role in undertaking community and environmental initiatives.
- Recommendations in previous reports focused on addressing inconsistency in learning and teaching, particularly in Islamic education and Arabic. The school was asked to continue to improve its use of assessment to inform teaching, meet more fully students' learning needs and to enhance the information given to students and parents to help raise attainment.

## Summary of inspection findings 2016-2017



**Raffles World Academy** was inspected by DSIB from 9 to 12 January 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Overall, Raffles World Academy provides a good level of education for its students.

- Students' attainment is improved in Islamic education and Arabic for first language learners at the PYP. In Arabic for additional language, attainment remains acceptable. In English and science it is now very good. English attainment and progress remain very good at the Diploma phase. Students' progress is very good across the core subjects in the KG, in English in the PYP and in science in both the PYP and secondary phases.
- Students lead many aspects of school life, demonstrating consistently high levels of maturity, knowledge of the UAE and attitudes to learning. As a result, their personal development and social responsibility remain exemplary and their understanding of Islamic values and awareness of Emirati and world cultures is now outstanding.
- Teaching is now very good in the KG. Across the other phases, aspects of teaching have improved but remain inconsistent in meeting the needs of different groups of students and in accurately measuring students' attainment and progress against national and international standards. Assessment has improved to very good in the KG but remains good in other phases.
- The curriculum continues to provide high quality learning experiences and courses for students. These have been enhanced, resulting in improvements in curriculum adaptation so that both aspects of the curriculum are very good across all phases of the school.
- Arrangements for health and safety continue to be outstanding and care and support very good. The school's enhanced focus on special educational needs and disabilities (SEND) has resulted in this provision now being very good.
- The new principal has maintained the school's strengths while enhancing key aspects of school life. Improvements in self-evaluation and tracking and monitoring are informing teaching and learning. School performance is more thoroughly analysed but not all aspects are evaluated equally effectively. Governance is outstanding as a result of a continued drive to support the school.

### What the school does best

- The improvements in students' attainment in the PYP in Islamic education, Arabic for first language learners and in English and science.
- The very good progress made by students in the KG across their core subjects and the progress made in aspects of students' learning in Islamic education, English and science across the rest of the school.
- The very high quality personal development of students, their understanding of Islamic values and awareness of Emirati and world cultures and their social responsibilities across the school
- The impact of the new principal and school leaders in driving forward a more inclusive school and collegiate focus on school improvement
- The exemplary partnership with parents, quality of governance and school facilities and resources

### Recommendations

- School leaders should:
  - Improve attainment for students' taking Arabic as an additional language, in the PYP
  - Ensure greater consistency in the quality of teaching and learning, particularly in Islamic education and Arabic
  - Continue to improve and monitor internal and external assessments to impact more effectively on students' attainment and to gather a more accurate overview of school performance.

## National Agenda Parameter



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

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

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

- Attainment based on the National Agenda Parameter benchmarks meets expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The analysis of data for the school is thorough. Leaders produce the data in a form that addresses the needs of the school and effectively informs teachers, thus aiding planning. The main emphasis in the school is on the analysis and use of the GL assessments as the school feels this assessment aligns more effectively with their particular curriculum.
- The alignment of the curriculum to TIMSS and PISA is seen as an ongoing task in the National Agenda action plan. Changes have been made to enhance the level of problem solving and the introduction of tasks to develop a greater level of independence and critical thinking. For example, the introduction of case studies in science and the emphasis on literacy across subjects.
- Approaches in the key subjects have changed and therefore student experiences have been enhanced. The introduction of longer investigations in science encourages greater research and analysis by the students and places the teacher more in the role of facilitator. Adjustments to teaching have increased the variety and in some instances the challenges for students when tackling investigative tasks.
- Students have an understanding of their results on the National Agenda Parameter and they recognise the link between the tests they have taken and what the UAE is aiming to achieve. The adjustments that have taken place in the curriculum so far have enhanced student experiences and encouraged the development of their research, critical thinking and analytical skills.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.



## Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









## Promoting a culture of innovation:

- Better features of innovation occur in the KG and PYP phases, with emerging development in the upper phases. For example, a KG gardening project incorporates research into plants that attract butterflies and bees. In the PYP, there is continuous provision for creativity and critical thinking and iPad use to develop problem-solving skills. In addition, new science, technology, engineering and mathematics (STEM) projects have been initiated to expand students' creativity using design and technology. More leadership and enterprise opportunities for senior students are being embedded to provide students with experience in real world application.

## Overall school performance

Good

## 1 Students' achievement

		KG	PYP	Secondary	DP
Islamic education 	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Good	Very good ↑	Good	Very good
	Progress	Very good ↑	Very good ↑	Good	Very good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Good	Good	Good
Science 	Attainment	Good	Very good ↑	Good	Good
	Progress	Very good ↑	Very good ↑	Very good ↑	Good

	KG	PYP	Secondary	DP
Learning skills	Very good ↑	Good	Good	Good

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

	KG	PYP	Secondary	DP
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

## 3. Teaching and assessment

	KG	PYP	Secondary	DP
Teaching for effective learning	Very good ↑	Good	Good	Good
Assessment	Very good ↑	Good	Good	Good

## 4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

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

	KG	PYP	Secondary	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good





## 6. Leadership and management

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

# Main inspection report



## 1. Students' achievement

 KG		
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	Very good 
Mathematics	Good	Very good 
Science	Good	Very good 

- In English, children attain standards that are at least in line and, in the majority of cases, above curriculum expectations. Children talk clearly and confidently about their classwork and with each other in play activities. Younger children sound and match letters of the alphabet, and enjoy recounting stories. By KG2, they write sentences with correct punctuation. Children make very good progress from their starting points. In lessons, almost all achieve success against the lesson objectives and their own learning goals.
- The majority of children achieve at or beyond the expected levels in mathematics. This is evidenced by children's ability in KG1 to count and match numbers, and compare the length of toys. By KG2 most manipulate single and two-digit numbers confidently when adding and subtracting 20. Children make very good progress in lessons and almost all achieve success in their individual or group objectives. Their progress against curriculum outcomes shows most build their numeracy skills very well.
- Children attain at, and the majority above, expected standards against the set curriculum for science. They are confident in making predictions about the experiments they carry out and can transfer this skill to other practical situations. They have positive approaches to enquiry and use appropriate scientific processes and vocabulary in investigating, checking and recording. Across KG, the large majority of children progress very well and build strong skills in scientific enquiry.

PYP		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good ↑
Arabic as a first language	Good ↑	Good
Arabic as an additional language	Acceptable	Good
English	Very good ↑	Very good ↑
Mathematics	Good	Good
Science	Very good ↑	Very good ↑

- In Islamic education, the majority of students attain levels that are above curriculum standards. They can link Islamic concepts to their daily lives through their speaking and writing skills. Their knowledge of the Islamic concepts exceeds expectations. The majority of students make better than expected progress in lessons and over time. PYP students respond positively to different learning objectives.
- The majority of students attain Arabic as a first language skills that are above curriculum standards. Grade 5 students can describe pictures using accurate language orally and in writing. In students' work, they can assess themselves to identify mistakes. The majority of students make better than expected progress in finding the main ideas in a text. Their reading is strong with some exceptions particularly for those students with late starting points in studying Arabic as a first language. In lower PYP, students' skills in writing are still underdeveloped.
- In Arabic as an additional language, internal assessments show that attainment is good and above curriculum standards. In lessons, listening and speaking skills are at an acceptable standard, with students providing appropriate responses to familiar topics. Reading is in line with expectations, although assistance is needed to comprehend text. Most students develop their vocabulary well but find it difficult to use newly learned words in completing sentences without support. Considering students' various starting points, writing and most other subject skills are developing at a good rate.
- In English, students attain above expected curriculum and international standards. In the PYP, almost all students express their ideas well during class discussions using age appropriate vocabulary. Written responses during class activities prompt short phrases from younger students with older ones providing more detailed responses that include well-written paragraphs, compound sentences and very good use of grammar. In most lessons there is a strong focus on collaborative learning, promoting speaking skills interspersed with independent writing and reading, with many students using ICT for research. This results in successful learning outcomes.
- In mathematics, most students attain above curriculum standards. Students' performance in the international benchmarking tests is above the average for students internationally. Grade 5 students are proficient working on shape, linking their studies to the work of recognised artists. They show a fluency with basic number and have the confidence to problem solve, using appropriate mathematical language. Students have a determination and application that allows them to improve at a better than expected rate and this includes those students with specific educational needs.




- Students are enthusiastic and focussed in science. The large majority of student work is above expected curriculum standards. This is supported by results from international benchmarking tests. Students are developing sound investigative, enquiry and research skills through application of the scientific method. They respond very well to opportunities for creativity, innovation and scientific application, resulting in very good attainment and progress. In lessons students make very good progress against realistic learning objectives linked to real world relevant contexts. All student groups make similar progress when provided with appropriate challenge and support.

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

- In Islamic education, the majority of students attain levels that are above curriculum standards. They can establish a set of links to Islamic values that impacts directly to their daily lives. Students understand and interpret short verses from the Holy Qur'an appropriately. The majority of students make better than expected progress in lessons and over time. They respond well, especially when learning objectives provide opportunities to develop their critical thinking.
- In Arabic for first language learners, the majority of students attain levels that are above curriculum standards. This is reflected in IGCSE results and internal data. They can analyse literature by using accurate grammar. The majority of students make better than expected progress in lessons and in their recent work. They are confident in using language to meet the learning objectives in their discussions and in their writing.
- In Arabic as an additional language, listening skills are stronger and speaking skills are emerging. Students are able to confidently answer oral questions about a picture or a given context. The majority of students are able to engage in simple, genuine conversations. Students show some confidence in reading extended texts independently. They use simple sentences to construct short written texts based on familiar context. In the school's internal assessments, most students' attainment is above the curriculum standard. Progress overall is good, particularly in developing their speaking and writing skills.
- Overall, English attainment and progress are good. Most students can obtain information from the text and deduce from a variety of literature settings, characters and plots to form arguments in persuasive and narrative texts. Non-native English speakers use vocabulary with increasing sophistication. Almost all students can write with supporting detail in response to writing prompts with a good level of punctuation, varied vocabulary and complex sentence structure. Progress is

best featured through collaborative discussion, with students contributing their ideas respectfully and intuitively. Extended writing opportunities are underdeveloped.


- Students' attainment in mathematics is higher than expected against the planned curriculum. Most students come close to matching the levels achieved by IGCSE students internationally. In benchmarking tests, students perform at a higher than expected level. In lessons, they use their collaborative skills, demonstrating the ability to work as a team, listening and interacting with others. Over time, students have developed their mathematical knowledge and show a confidence when challenged appropriately. Most students maintain a better than expected rate of progress in relation to their start point.
- In science, a majority of students attain levels above curriculum standards and this is confirmed by international benchmarking. The IGCSE results are improving over time but do not yet reflect student potential. In lessons and recent work, a large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum expectations. Students enjoy learning science through an investigative and enquiry based process underpinned by the scientific method. Real life contexts bring the science alive and students are confident communicators. Students with SEND make good progress overall.

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

- In Islamic education, the majority of students attain levels that are above curriculum standards. They show recognition and understanding of ethical standards derived from Islamic culture through establishing links between what is permissible and what is forbidden in their lives. Students understand and interpret short verses from the Holy Qur'an moderately. The majority of students make better than expected progress in lessons and over time. DP students show the ability to go further in their discussions and writing when given sufficient challenge in their coursework.
- In Arabic for first language learners the majority of students' work, as measured against MOE curriculum levels, is above the age-related standards. The alignment between IBDP and MOE standards is still underdeveloped, although student attainment and progress have improved over the last three years. Students' speaking and use of language in oral presentation are strong. A few students are not capable of reaching the word limit in extended writing. Predicted grades and internal data indicate the majority of students make better than expected progress. Students are capable of using a wider range of vocabulary and linguistic structures in their writing.
- Results in English show attainment slightly above the IB world average score, except in the English advanced language/literature standard level (SL) which are below the world average. Most students are articulate speakers, confidently tackling the reading of demanding texts. They make better than expected progress compared to their individual starting points both in lessons and over


time. Almost all students can make a literary argument based on thorough analysis of text. When given the opportunity, they are able to write extended text.

- In mathematics, students' performance is better than the expected level against the curriculum standards. However, this falls slightly short of the average points score in all but one of the three levels when compared with international standards. Students' knowledge and understanding of key concepts is sound and they are able to solve problems using appropriate mathematical terms. They are competent in organising, presenting information and in justifying conclusions, using the most suitable form. The progress made by all groups of students, including those with specific needs, is consistently at a better than expected level.
- Students' attainment and progress in IBDP sciences are developing over time. As yet students are not achieving results which reflect the true potential of the cohort. In lessons, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. The high quality internally assessed practical work has been achieved through a departmental focus on enquiry and investigation using the scientific method. Students are clear communicators of science and present work in a variety of ways demonstrating a strong ability to use technology creatively.




	KG	PYP	Secondary	DP
Learning skills	Very good 	Good	Good	Good

- Across the school, students want to learn and actively participate in lessons. They sustain their interest and take responsibilities when opportunities arise. Children in KG are independent learners and work very well with others in their play activities. In most subjects, and particularly at the upper grades, students know their strengths and weaknesses and reflect on these and next steps.
- Students interact positively with each other in all grades. They cooperate and collaborate in their tasks and research projects, and when buddying others. Most contribute effectively to discussion, support and offer constructive feedback or help, such as the input of senior students in revising mathematics. KG children enjoy developing their play activities together, negotiating roles, sharing materials and photographing the outcomes.
- Most students bring real life experiences to their learning and make connections across subject areas. This is not yet consistently applied in all lessons. Positive examples include students in PYP identifying shapes and how they tessellate in art, and KG children measuring and recording their findings in experiments using their skills in writing and number.
- Students use enquiry and research across subjects and grades as an intrinsic approach to learning. Most develop their critical thinking skills well, particularly in English and science. Students use technologies across lessons, but have fewer opportunities to do so in Arabic and Islamic. KG children enjoy, and are successful in, programming the directions of controllable toys.

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

	KG	PYP	Secondary	DP
Personal development	Outstanding 	Outstanding	Outstanding	Outstanding

- Students across the school approach their learning with very positive and purposeful attitudes. They appreciate the focused feedback provided by teachers and constantly strive to improve, moving forward on the learning ladders that are used to monitor progress.
- Almost all students across the phases demonstrate exemplary behaviour at all times, with minimal adult intervention. They consistently follow school procedures, with older students acting as excellent role models for younger students.
- Relationships amongst staff and students are respectful and relaxed, and students are confident interacting with their teachers. They care about one another and conflict is rare. Respect and appreciation is shown for the diverse range of backgrounds, languages, personalities and learning profiles that make up their community.
- Students are highly aware of the choices they should make to remain healthy and safe. Older students help to raise awareness for younger students working closely with them to increase their understanding.
- Overall, attendance is very good, although attitudes to punctuality of a few students is more casual as they move between classes.


	KG	PYP	Secondary	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Outstanding 	Outstanding 	Outstanding

- Students are keen to participate actively in the wide range of opportunities given to contribute to the life of the school and community. Students engage in a range of projects such as the GIVE foundation, field trips in and outside the UAE and fundraising initiatives. The student council plays significant roles in the school.
- Most students have an excellent work ethic. They understand the work requirements needed to achieve their academic and career goals. Secondary and DP students make high quality and very helpful contributions to projects and other activities.
- Students display a very strong understanding of environmental sustainability. They are aware of their responsibilities and engage in many ways to improve the school and local environment. The school has achieved Green Flag status as the result of student participation in many projects to conserve and sustain the environment.

	KG	PYP	Secondary	DP
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding


- Students across the school have an excellent knowledge of the impact of Islamic values on society and on the culture of the UAE. Students initiate and engage in a range of activities such as Hajj awareness day, UAE Martyrs day, and National celebration day. Students demonstrate behaviours that reflect tolerance, friendship, fairness, and respect for all people.
- Students demonstrate high levels of respect for, and appreciation of, the traditions, heritage and values of Dubai and the UAE. Students can identify very many features of contemporary Dubai culture that have changed over time and those that have persisted. This is particularly evident in the DP phase.
- Students display deep understanding of their own culture and extensive awareness of other cultures around the world. An annual International Day allows students and parents the opportunity to explore and learn about the different nationalities represented in the school.

### 3. Teaching and assessment

	KG	PYP	Secondary	DP
<b>Teaching for effective learning</b>	Very good 	Good	Good	Good

- Teachers are very knowledgeable about their subject and how students learn. Almost all teachers have a well-developed understanding of how students learn best.
- Lesson plans in most subjects are well structured. They support inclusion through a wide range of activities to engage students using extensive resources to motivate learning. However, in some Arabic lessons, learning objectives are too ambitious to cover in one lesson.
- Teachers ensure that students are active participants in achieving meaningful and relevant learning. As a result, students make good progress in most lessons. Teachers interact with their students, promoting and motivating them through inspirational learning environments. This is strong in KG, English, science and other non-core subjects.
- Teachers' lesson strategies meet the learning needs of most students. Most incorporate differentiated activities and encourage students to monitor their own learning. This is strongest in KG, English, science and other subjects, such as Spanish and Mandarin. In Arabic, across the phases, teachers' questions target average students and, as a result, low and high achievers make limited progress.
- Enquiry, critical thinking and reflection are well embedded in most KG, English and science lessons. Across the phases, in some PYP mathematics and Arabic classes, students' critical thinking is still developing and sometimes lacks in-depth consideration of the content beyond factual questions.



	KG	PYP	Secondary	DP
Assessment	Very good 	Good	Good	Good

- Well-organised and systematic assessment systems are in place, particularly in the KG. Data links to the curriculum, providing clear measures of students' performance, and is mostly reliable and valid. There are numerous reporting points throughout the year. Starting points for learning are established for all students, including those who join mid-term.
- The school is using international benchmarking through GL and IBT assessments. In the upper two phases there are internationally recognised examinations in the form of IGCSE and IB. This enables comparison with students internationally. The data gained from external testing is effectively analysed and used to ensure that student performance is meeting personal and school expectations.
- The analysis of the large amount of information gained from all sources allows the school to identify trends as well as any gaps in the curriculum. The school uses a tracking system to monitor how well a student is progressing. This is particularly effective in KG, although the process is not fully effective in other phases in Islamic education and Arabic as a first language.
- Senior leaders and teachers use assessment information effectively. Their analysis contributes to modifications to the curriculum and lesson planning. In Islamic education and Arabic as an additional language, the data is used well to influence planning, helping the needs of all students to be met.
- Almost all teachers know students' strengths and weaknesses. Most provide written feedback in student books, although the quality varies. Some student notebooks are poorly organised and maintained, thus reducing their effectiveness. Self and peer assessment is used as an effective tool enabling students to understand how they can improve.

#### 4. Curriculum

	KG	PYP	Secondary	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum consists of the IB Primary Years Programme, Cambridge Secondary, IGCSE, and the IB Diploma Programme, and is clearly aligned to the school, Emirate and national visions. The integrated Programme of Inquiry in the KG and PYP, and subject areas in secondary and DP, provide an effective balance of knowledge, skills and conceptual understanding.
- Learning ladders provide subject continuity across the school. Teachers and counsellors support and prepare students to ensure smooth transitions between phases. For example, Grade 5 students have an opportunity to visit Grade 6 to experience the different style of subject scheduling. The recent addition of theory of knowledge classes in grades 6 to 8 further helps prepare students for this core subject at DP level.
- There is a range of curricular choices at all phases. Students in the PYP can take French, Spanish or Mandarin as a modern foreign language (MFL). In the secondary phase, the provision of separate sciences offers students more choice and better prepares them for the next stage. Students with SEND may take Diploma courses which are valid for university entry.

- Cross-curricular links are very strong in phases 1 and 2, through the PYP Programme of Inquiry. In secondary, cross-curricular connections happen through special focus events and monthly themes, but these are not as rigorously planned. In the DP, the subject groups are linked through the core elements of CAS (creativity activity service) and the use of extended essay programme.
- The curriculum is regularly reviewed and continuously developed in order to improve and enrich provision. This has resulted both in the addition of new courses and adjustments, for example, increasing lesson timings to 60 minutes and inserting a homeroom / CAS / literacy lesson at the end of each day.
- The school has systematically and skilfully integrated the MOE standards from KG to Grade 12 into the social studies curriculum. Teachers use an inquiry-based project approach and make strong connections with current affairs and students' lives in the UAE. Students enjoy learning about their host country through collaborative research, presenting their findings in a variety of ways. In PYP, assessment is informal and aligned with assessment of the PYP essential elements, while in secondary, UAE social studies is formally assessed using MOE criteria.

	KG	PYP	Secondary	DP
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The curriculum is effectively planned across most subjects, providing stimulating learning opportunities for student groups. It is designed to cater for the learning needs of students of all abilities including special needs, low attainers, early years and second language speakers. The curriculum provides support and challenge to benefit students personally and academically although there is some variation in delivery across subjects.
- The curriculum provides interest and challenge for students. There are opportunities within the curriculum for students to be enterprising, innovative, creative and socially responsible and this greatly enhances their learning. The broad extra-curricular programme provides outstanding opportunities for sport, camps, excursions, creative and performing arts in addition to well-organised involvement in community projects.
- The curriculum has fully embraced Emirati history and culture across all areas. Students have opportunities to learn about Emirati traditions, culture and values and to consider their past and present influence in the UAE. Through their studies all students have a developing knowledge, understanding and appreciation of the importance of retaining this heritage.

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


	KG	PYP	Secondary	DP
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Highly effective policies and procedures ensure the safety of both students and staff. Policies are communicated well. Procedures and training regarding child protection, bullying and risk management are consistent. An awareness of the risks and impact of cyber bullying is resulting in greater vigilance and clear procedures to minimise any abuse.</li> <li>The school environment is very safe and secure. Senior managers have rigorous safety checks throughout the premises and on the school buses. The implementation of the bus safety procedures is exemplary.</li> <li>The school is very well protected, with regular safety checks on all services including fire equipment and laboratory provision. Detailed records are maintained in all areas of health and safety. Evacuation and lock down drills are well recorded. Staff are notified of any serious student health issues.</li> <li>A vibrant learning environment is provided for students. It is spacious, colourful and inviting, with numerous displays of students' work, enhancing their day-to-day experiences. The layout in departmental/house blocks creates a family feeling that is very welcoming, combining well the academic and pastoral life of the school. It supports the learning of all groups of students, including those with SEND.</li> <li>Healthy living is very successfully promoted across the curriculum. The importance of good health and how to achieve it is a strong feature in physical education lessons. The healthy food policy of the canteen has been developed gradually over time to encourage maximum student participation.</li> </ul>				

	KG	PYP	Secondary	DP
<b>Care and support</b>	Very good	Very good	Very good	Very good
<ul style="list-style-type: none"> <li>Relationships between staff and students are strong and there is a relaxed and respectful atmosphere throughout the school. Systems for behaviour management are very effective and students demonstrate exemplary behaviour with minimal adult intervention.</li> <li>Overall, attendance is very good and students with 100 per cent attendance are recognised in assemblies to encourage others. An online system is used across the school to register attendance and inappropriate behaviours. Any concerns are promptly highlighted and dealt with.</li> <li>The school has effective systems for identifying students with SEND, and increasingly uses CAT4 data to identify those needing additional support or challenge. Provision for students with SEND, those who are gifted and talented, and those who have English as an additional language, is coordinated allowing a holistic view of students' needs.</li> <li>Teachers know their students very well and are directly responsible for identifying appropriate goals for the individual learning plans. Lesson plans almost always take account of the needs of different groups and individuals, and include modifications to learning outcomes, resources, roles and activities. Most students make steady progress over time, although in lessons this is variable across subjects and grades.</li> </ul>				

- The school pays close attention to the wellbeing and personal development of all students. As a result, there is a very inclusive ethos and students feel well supported. Older students are effectively guided in their choices of subjects and their future higher education and career pathways.

## Inclusion

### Provision and outcomes for students with SEND

Very good 

- The highly qualified student support services team very effectively support students with SEND, and increasingly for those who are gifted and talented. Clear and comprehensive policies and procedures ensure a consistent approach. The SEND team has made significant improvements following the previous year's inspection. The team demonstrates strong capacity to move forward.
- There are thorough systems in place to evaluate students' needs both on admission and as they move through the school. Provision is implemented according to individual needs, and external assessments are sought in those cases where it would enhance the understanding of the student's learning profile and facilitate better provision.
- Parents are kept informed through regular formal reports and frequent communication from teachers and specialists. Parents and students are involved in the creation of individual learning plans (ILPs). Parents feel very positive about how the school supports them in understanding their children's strengths and needs.
- Almost all teachers establish appropriate learning objectives, modify tasks and create tailored resources. Almost all students actively engage in classroom activities, increasing their independence and learning skills. Sometimes, the presence of a support teacher isolates the student from the rest of the class transferring responsibility away from the teacher. In general, support is well adapted according to the changing needs of students.
- Almost all students make steady progress. Learning objectives reflect regular age-related curriculum expectations, and are modified according to the students' current need. These are reviewed every six weeks or adapted immediately once achieved. Students set and monitor their own targets against established criteria; teacher feedback often, but not always, provides clear indications of next steps. However, in lessons, progress is variable across subjects and grades.

## 6. Leadership and management

### The effectiveness of leadership

Very good

- The recently appointed principal and leadership team have set a clear strategic direction based on the school's vision and values. Increasingly middle school leaders and the wider school community are contributing very effectively to this vision. This is resulting in a very positive learning environment which aims to support inclusive education, confidence and achievement of learners.

- The senior management team (SMT) and enhanced middle leadership have a thorough knowledge of the curriculum and are promoting greater consistency focused on encouraging all learners to succeed. This is being supported through increasing shared leadership across the school. This includes middle leaders taking on enhanced responsibilities and accountability as well as greater collaboration between the phases of the school.
- School leaders have a high profile throughout the school, encouraging and promoting student success. The principal shares a formal lunch with successful students, greatly motivating the student community. School leaders regularly gather the views of students, parents and staff and respond more quickly and effectively to any concerns, contributing to a greater sense of partnership and an ethos of respect.
- Leaders are highly committed to school improvement. They accurately identify key areas for development evidenced in the range of the school's action planning priorities. They are increasingly focusing on achieving these priorities through a systematic approach to measure the impact of the actions being taken. Increasingly, school leaders are contributing to innovative ways that the school can develop and sustain improvements.
- School leaders have established greater accountability for school improvement. They have enhanced the involvement of staff, students and parents in decision-making, leading to a greater sense of shared direction. Improvements have been made to teaching, learning and students' attainment and progress but these improvements are not yet consistent across the school.

#### School self-evaluation and improvement planning

Good

- The school gathers and evaluates a wide range of information to help form its priorities. This includes regularly asking the views of students, staff and parents. It is increasingly taking account of external and internal attainment data. School leaders, particularly at middle leadership level, are developing their skills in analysing this information to help set and analyse suitably challenging improvement objectives.
- Senior and middle school leaders regularly observe teaching and learning through an increased range of formal and informal methods. Teachers are benefitting from an enhanced focus on peer observation resulting in greater sharing of best practice. In turn, this is helping agree targets for improvement, including a more consistent focus on raising students' attainment.
- School plans contain a range of appropriate and clearly defined targets for improvement, with information gathered from a wide range of sources. Progress is regularly monitored and evaluated. The school is at an early stage of using an electronic monitoring system to synthesise this information to ensure the consistent pace and quality of implementation and the accuracy of its evaluations of improvement.
- The school has benchmarked students' performance and this is increasingly informing students' next steps in their learning. This is particularly evident in the KG. Students and parents across the school are benefitting from this information. While improvements are evident in teaching, learning and assessment, there remains variability in the effectiveness of teachers in meeting the needs of different groups of students.



## Partnerships with parents and the community

Outstanding

- Parental involvement permeates the life of the school. The PARIS (Parent Association) is a model example of collaboration with school leaders through a range of committees focused on enhancing student learning and wellbeing. This includes initiating a range of pilot activities to enrich and enhance the school curriculum and support understanding within the multi-faith and multi-cultural school community.
- The school has improved the quality and regularity of the information provided to parents on their children's progress. Parents feel that the school is happier and more inclusive since the appointment of the new principal. Parents, including those with children requiring support, are very positive about the range of information they are now receiving about school and national priorities through workshops and enhanced meetings.
- Parents are responding very positively to the improved quality of information provided on their children's progress. In turn, parents are responding positively to the increased opportunities to visit the school. This is particularly evident in the KG and in PYP, where parents regularly attend assemblies to encourage their children to celebrate achievement across a range of activities.
- The increased emphasis on achievement across all aspects of student development is building on the already well-established relationships with the wider community. Students are increasingly successful in the arts and sports. Students take a strong lead in developing links with the local community. In turn, there is increased participation of community groups, as evidenced in the recent Hajj celebrations.

## Governance

Outstanding 

- The school's advisory committee meets regularly and has wide representation of stakeholders including the school owners and parents. It gathers information about the school through regular meetings and reports from the senior management team (SMT). The views of parents and students are sought regularly through questionnaires and invitations to attend meetings. As a result, the committee has an in-depth knowledge of the school.
- The governing body systematically monitors the work of the school through analysing attainment and progress reports. They set improvement targets and hold school leaders fully accountable for their impact. Governors have a very good understanding of national and school priorities. They are committed to enhancing the personal development of students and consistently offer informed and constructive criticism to support school improvement.
- The governing body is supporting the school significantly through responding to student and parental requests for improvements to enhance the already very well resourced school. This includes enlarging the school facilities, improving technology and increasing the number of teachers in the school. They have taken a leading role in appointing key leadership posts across the school whilst promoting autonomy and clear accountability for the leaders.

**Management, staffing, facilities and resources**




Outstanding

- The school runs very efficiently with strong systems and procedures. Communication is effectively managed so that staff, students and families are kept updated with school news and developments. Liaison with parents is positive, regular and informative ensuring all activities are well attended and that any incidents are managed well.
- Well-qualified teachers deliver a high quality education through a good balance of youth and experience. Specialist teachers support students with SEND. Efficient support staff are in place to ensure that school administration and laboratories are managed well. A comprehensive and creative professional development programme is in place to promote teacher development within a strong learning community.
- The school is a safe, inclusive, pleasant and stimulating learning environment, which supports the curricular and extra-curricular activities of the students. It is a welcoming place with cheerful, good-sized classrooms, excellent display areas for students' work and spaces for staff and students to relax and work. Buildings and facilities are well maintained and match educational requirements.
- The school is extremely well equipped with all necessary and relevant resources to deliver the curriculum effectively. The school is technology rich, supplying teaching and learning technology to all areas resulting in innovative and creative opportunities across the curriculum. Specialist areas such as science, music, art and physical education are well resourced allowing teachers to offer stimulating opportunities for all students.

## The views of parents, teachers and senior students

### 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2016-2017	458
	2015-2016	594
<b>Teachers</b> 	165	
<b>Students</b> 	328	

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

- Parental, teacher and student responses are very positive about the school.
- Almost all parents, students and teachers that responded to the survey think that the school is well led and teachers feel that it is a good school to work in.
- Almost all parents think that their children enjoy school and that there is a high degree of importance given to children's wellbeing and safety.
- Almost all parents think that reports and meetings with teachers keep them informed and those responding believe that the school is supportive of students with SEND.
- Around one quarter of parents that responded think that more needs to be done to promote children's literacy and love of reading in Arabic.

## 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)