

INSPECTION REPORT

2022-2023



STAR INTERNATIONAL SCHOOL (BRANCH)

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Mirdif
	Opening year of School	2008
	Website	www.starmirdifschool.com/
	Telephone	97142884644
	Principal	Neal Joseph Oates
	Principal - Date appointed	9/1/2021
	Language of Instruction	English, Arabic
	Inspection Dates	07 to 10 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3-16
	Grades or year groups	FS 1 to Grade 11
	Number of students on roll	858
	Number of Emirati students	73
	Number of students of determination	32
	Largest nationality group of students	Arab

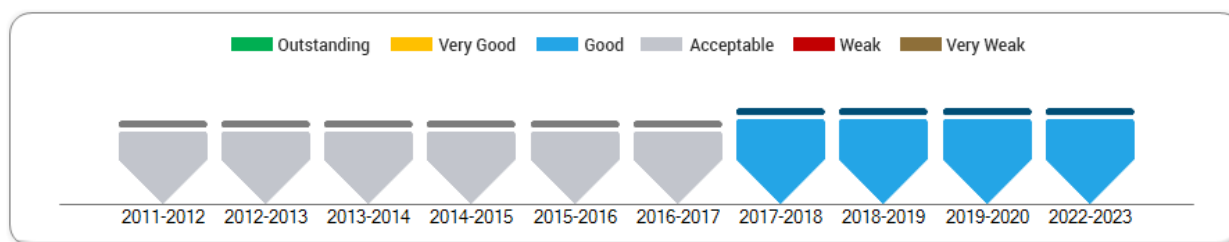
TEACHERS

	Number of teachers	76
	Largest nationality group of teachers	British
	Number of teaching assistants	20
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	N/A

School Journey for STAR INTERNATIONAL SCHOOL (BRANCH)



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Students' achievements have improved across all phases, in most subjects, notably in Arabic A and B and Islamic Education in the Secondary phase and in English, mathematics and science in the Primary phase. Fourteen of the fifteen measures of progress are good or better.
- Students' behaviour is strong all around the school. They treat each other and all adults with respect. They have strong knowledge of UAE, as most of them have lived here for a long time. They understand the local heritage and tradition, and are knowledgeable about other world cultures, particularly those represented in Dubai.

PROVISION FOR LEARNERS

- Lessons are mainly well-planned with clear goals by teachers who have secure subject knowledge and a well-developed ability to motivate students for effective learning. Teachers engage students well during lessons and often pose challenging questions. Differentiated challenge which uses the rich data that the school gathers is an area that requires ongoing development and improvement.
- Across all phases the curriculum has a clear rationale fulfilling all the requirements of the National Curriculum for England (NCfE) and the UAE Ministry of Education (MoE). It effectively develops students' knowledge and skills and promotes innovation. The curriculum enhances learning by promoting cross curricular links. It does not consistently promote critical thinking or high challenge for the most able students. It is enriched by a wide range of extra-curricular activities and partly modified following the analysis of assessment data.
- The behaviour policy is very effective and known to students. The attendance rate has improved by one per cent this year but remains a priority. The school recognises some gifted and talented students and the identification of students of determination is good. Support for them is strong, but this is inconsistent across the school. Teachers are aware of individual students' needs, but their lesson plans may not ensure that work matches those needs. Gifted students are often insufficiently challenged. The well-being and personal development of students is a priority for the school.

LEADERSHIP AND MANAGEMENT

- Leadership is strong. Most middle leaders understand what high quality teaching, learning and assessment look like, but there is insufficient focus on learning by some leaders. Not all leaders are in the school for the whole week and consequently their influence is reduced.

The Best Features of The School:

- The good or better progress made by students learning most key subjects;
- All students' personal and social development;
- The design and implementation of the curriculum;
- The very good partnership with parents;
- The daily management, staffing, facilities and resources for teaching and learning.





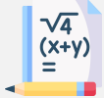

Key Recommendations

- Use information about students to guide curriculum adaptations that better support and challenge them, especially the most able and those of determination.
- Focus on learning outcomes in self-evaluation and improvement planning, with specific and measurable goals.
- Improve students' achievement in Arabic as an additional language.
- Improve the policies and procedures for the school's response in the event of a fire.






Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Good	Acceptable ↑
 English	Attainment	Good	Good	Good
	Progress	Very good	Very good ↑	Good
 Mathematics	Attainment	Good	Good	Good ↑
	Progress	Good	Very good ↑	Good ↑
 Science	Attainment	Good	Very good ↑	Good
	Progress	↑ Very good	Very good ↑	Good ↓
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Good	Good

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	Very good 	Very good	Very good 
Social responsibility and innovation skills	Very good 	Very good 	Very good 




3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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

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

The school meets the registration requirements for the National

Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	meets expectations	is approaching expectations

- In 2015 students earned an 'Intermediate International Benchmark' result for the primary phase in mathematics and science on the TIMSS tests. In 2019 the mathematics result remained at the Intermediate International Benchmark, but science results improved to the High International Benchmark. In the most recent Granada Learning (GL) benchmark assessments, science results are better than those in English and mathematics.
- To date no Emirati students have participated in the TIMSS tests. In the GL benchmark assessments, Emirati students' overall progression is below that of their peers and is weakest in mathematics.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- In each core subject, most leaders at all levels are aware of the learning gaps identified by external benchmark assessments. These are confirmed by the recently introduced benchmark reading literacy assessments. Consequently, leaders take well-measured steps to improve the students' subject, cognitive and reading skills.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- The school has an intervention programme to improve literacy in reading and writing. This is especially evident in the primary phase. Each core subject has activities that promote critical thinking.
- Emirati students are improving from their baseline positions in reading and writing because of specific interventions. Their learning skills are developing in line with those of their peers.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For Development:

- Ensure that international assessments and progress assessments are thoroughly analysed to inform adaptations to the curriculum in each key subject.
- Evaluate the impact of reading and writing intervention programmes so that more students can improve their scores on international and benchmark assessments.
- Require teachers of key subjects to include real-life applications of knowledge in all phases.

Well-being

The quality of wellbeing provision and outcomes is at a high level:

- Senior leaders believe that student wellbeing underpins all school activities. The wellbeing policy contains a clear vision for further development. The wellbeing coordinator is on the leadership team and makes regular reviews of areas of the curriculum. The new governing board is committed to well-being promotion. Regular surveys of students' wellbeing are used to identify any concerns. Monitoring of personal development and academic progress is conducted by all staff members.
- Continual monitoring of student's development and progress is conducted by teachers, subject leaders, and senior staff. All students have direct access to dedicated wellbeing support, including the school counsellor and wellbeing leader. Governors and senior leaders are aware of the importance of good welfare support for staff. Surveys indicate that staff morale is high.
- The school provides a range of opportunities and systems to support student wellbeing. Most lesson plans refer to wellbeing opportunities. Systematic review of the curriculum will inform the further enhancement of student's wellbeing experiences across phases and subjects. The clinic staff carefully monitors students' physical well-being and promotes healthy lifestyles. Students feel safe, valued, and cared for. They have very good relationships with their teachers and with each other. Most persevere very well when challenged by the work. They have very positive attitudes and work independently when given opportunities.

UAE social studies and Moral Education

- In the Primary phase the Moral Social and Cultural framework is taught in an integrated manner using two 45 minute lessons per week. In the Secondary phase the curricula for both UAE social studies and Moral Education are taught, with one period of 45 minutes per week for each.
- The Primary school has developed a clear framework that ensures comprehensive, efficient coverage and assessment of all the required learning outcomes. It has progressive scope and sequence of units, which are taught in stand-alone lessons. Links are made to other subjects, particularly history and geography. The UAE's Islamic values are integrated.
- In the Secondary school, both subjects are taught separately. As in the Primary school, planning ensures effective coverage and the assessment of all required outcomes. A learner-centred approach ensures development of the expected personal and learning skills, particularly critical thinking.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑

- External assessment results indicate lower levels of attainment than what the internal assessments are reporting. Both assessments indicate continued progress in all strands of the curriculum across both phases.
- Most students have developed basic, age-appropriate knowledge and understanding of the key principles of Islam. In the Primary phase most know a few short chapters from the Holy Qur'an and a few Hadeeth. They make good progress understanding the meanings of what they learn. A large majority of secondary students have secure understanding of the forms of worship and Hadeeth, although their collective ability to relate this learning to their own lives is still developing.
- The tasks assigned to students to do independently may impede their progress, because there are too few or they are insufficiently challenging.

For Development:

- Have higher expectations of students to enable better progress.
- Ensure that there is more accurate assessment of students' attainment against the curriculum standards.
- Improve teachers' use of the available assessment information to personalise learning.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable ↑
Progress	Not applicable	Good	Good ↑

- The recent improvements to teaching and the use of resources are having a positive effect on students' progress and attainment, particularly in the Secondary phase.
- Students' listening and reading skills in both phases are strong. Speaking and writing are less developed, particularly free writing and lengthy conversations. Students understand and can use a range of vocabulary and texts; however, their knowledge and application of grammar is insecure.
- The increased opportunities to read extensively and apply language to real life situations have improved their language skills. However, students' abilities to express themselves accurately using standard Arabic are still underdeveloped.

For Development:

- Improve students' writing and speaking skills by providing more opportunities to practice, using standard Arabic.
- Set higher levels of challenge, particularly in the Primary phase.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Good	Acceptable ↑

- Although progress in the Secondary phase is slower than in the Primary phase, it has improved since the last inspection, as students are reading more.
- Students' speaking and reading skills are better developed than their skills for listening and writing. They read accurately, but often without full understanding. Their abilities to engage in conversations are adversely affected by limited vocabularies.
- Reading skills have improved this year by providing more opportunities for students to read about topics such as food, family and travelling. However, many students are still struggling when decoding words or understanding texts.

For Development:

- Set appropriate tasks that allow secondary students to attain above the curriculum expectations.
- Provide more opportunities for students to develop their independent speaking and writing skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good	Very good ↑	Good

- The FS children begin school with varied listening and speaking skills. Their language development is accelerated, which has positive influences on their attainment. This trend is in evidence as students move through the different phases, especially the Primary years.
- In the Primary and Secondary phases there is a strong emphasis on vocabulary development through the exploration of a wide range of texts. Students show confidence when analysing increasingly complex texts. They demonstrate a range of sophisticated skills including inference, deduction and evaluation. High quality dialogue, primed by skilful questioning, supports the development of their higher order thinking skills.
- The introduction of a new writing programme across the school is enhancing the development of writing skills among students particularly in the Primary years. The modelling of writing across a range of genres is improving the quality of students' writing.
- In the FS there is an increase in the number of Emirati students who are achieving at or above the curriculum standards. There are similar trends evident in the primary phase.

For Development:

- Improve the quality of students' handwriting skills across the school.
- Ensure that students at all levels carry out research using digital devices and enable them to analyse and synthesise information accurately.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good ↑
Progress	Good	Very good ↑	Good ↑

- Students' attainment is above expectations when compared to the curriculum standards and the external benchmark assessments in all phases. Their progress is also above expectations in each phase and best in the primary phase.
- In the FS children have developing knowledge of numbers and can understand concepts of more and less. Across the Primary phase the majority of students are able to accurately carry out tasks. Many can link their knowledge to practical questions.
- In the Secondary phase students are able to solve set questions and have good understanding of algebraic expressions and data display. Their abilities to apply knowledge to real life and unfamiliar situations is developing.
- A few Emirati students demonstrate knowledge and application of mathematics below that of their peers.

For Development:

- Ensure that students in all phases apply the key mathematical concepts to their daily lives.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Very good ↑	Good
Progress	Very good ↑	Very good ↑	Good ↓

- Most students in the Primary phase show better than expected performance on external benchmark tests. A large majority do so on internal tests. Majorities of FS children and secondary students perform above the expectations. In lessons in all phases a majority are working above the expectations.
- In all phases students can effectively recall knowledge and explain what they are learning. They are less adept at applying knowledge to new situations or explaining conceptual bases. For example, they may predict the effects of changes in rates of reaction, but not in terms of molecular behaviour.
- The school has a strong emphasis on investigative learning. The FS children do fair tests and secondary students explain the scientific method. They can carry out planned investigations, but lack opportunities to plan their own tests of hypotheses or to solve problems.
- Benchmarked assessment data show that most primary and secondary Emirati students make above the expected levels of progress.

For Development:

- Require students to plan complete investigations, test their own hypotheses and solve real world problems.
- Challenge students more rigorously to explain the underpinning scientific bases of their learning.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Good

- Students engage enthusiastically and positively with learning, especially in the FS, where the more open, child-centred approach encourages these things. Group work across the school is strong. Learning skills in the school are improving, particularly when teaching is strong.
- When given opportunities students can think deeply and critically about their studies. They can suggest areas they would like to explore. Similarly, they can make connections between what they are learning and the real world or other subjects when encouraged to do so.
- Students use electronic devices to learn independently. Learning could be further improved by extending the use of electronics to researching ideas, not simply finding information.

For Development:

- Encourage students to use their devices so that they regularly find information from a variety of sources, evaluate it and communicate their learning.
- Ensure that students apply their learning to the world in which they live.

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

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

- Students across the school are regularly self-disciplined and respond well to others. They thrive on giving and receiving critical feedback. Their very good behaviour is influential across the school. They are sensitive to others, including those with special needs. They are caring and considerate, showing empathy towards their peers and the staff.
- Students are very respectful. This is evident in the harmonious atmosphere and the positive relations amongst themselves and with their teachers in lessons and through the whole school.
- Students are keen to follow a safe and healthy lifestyle. Despite school encouragement, the rate of attendance is only 91 per cent. Students are punctual when arriving at school and for lessons throughout the day.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good	Very good ↑

- Students demonstrate strong understanding and appreciation of Islamic values. Across all three phases students have clear knowledge and understanding of the relevance and effects of Islamic values on life in the UAE.
- The UAE's culture and heritage are very well known to students in the school. They give and explain many examples in a wide range of activities. They participate in activities inside and outside school that demonstrate their understanding of modern life in the UAE and how it compares to life in the UAE a few decades ago.
- Across all phases, students have good knowledge and understanding of their own culture and many other cultures that are heavily represented in the Dubai population.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑

- Students in all phases take part in the life of the school; for example, their parliament and the FS prefects. They regularly make significant contributions and explore how they can expand their roles to the wider community in Dubai and the UAE.
- Students across the school have a positive work ethic and display this by their eagerness to go to lessons and their participation in activities such as the reading competition of the Holy Qur'an and the Duke of Edinburgh Awards.
- Students' knowledge and understanding of key global environmental issues are well developed. An example is the subaqua group, which descended to the seabed of the Gulf to clean the coral.

For Development:

- Enforce the systems which support and motivate students to improve their attendance levels.
- Ensure that global environmental issues relate to the local context of Dubai and the UAE.

3. Teaching and assessment

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

- Most teachers across the school have secure subject knowledge and can motivate their students to learn. This ability is somewhat inconsistent in some phases and subjects. It is best when teachers facilitate students' enquiry and discussion for better understanding.
- Lessons are mainly well planned, with clear goals and interventions that are effective in supporting students with a range of different learning needs. The implementation of the plans is often strong when group learning is purposeful. However, setting differentiated challenges is a skill that requires ongoing development.
- Teaching has improved in the secondary years. Teachers engage students well during lessons and often pose challenging questions. Students have opportunities to reflect on their knowledge for better understanding and application. Asking questions that promote discussions among students is a developing skill.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Internal assessment procedures are mainly well developed. In English, mathematics and science the internal data are effectively benchmarked against international assessments. This leads to internal data that are mainly well aligned and accurate. However, there are some inaccuracies in the assessment data for Arabic and Islamic Education.
- The school has developed tracking systems that show students' progress over time. Data are used to influence curriculum content and identify specific skills, including reading and writing, that require improvement. There is scope to share best practices with the FS, Arabic as an additional language and Islamic Education.
- Most teachers know their students well and develop effective, structured groups based on the assessments. Some students know their learning goals and can monitor them over time. This skill is best developed in the Secondary phase.

For Development:

- Ensure that differentiated, challenging tasks are given to students in lessons.
- Ensure that the formative assessments are well monitored by all teachers and used to inform their teaching.
- Share the best practices in teaching and assessing learning within and across the subjects in all phases.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good ↑

- Across all phases the curriculum has a clear rationale, fulfilling all the requirements of the National Curriculum for England (NCfE) and meeting the statutory requirements of the UAE Ministry of Education (MoE). It effectively develops a balance of knowledge and skills, whilst the STEAM curriculum successfully promotes innovation.
- The 'Awe and Wonder' aspect of the curriculum very effectively enhances learning by promoting cross curricular links. It less successfully meets its aim of developing 'big thinking' and does not consistently promote critical thinking or high challenge for the most able students.
- The secondary curriculum has a wide range of choice to meet students' interests. Well planned progression and continuity across the school promotes effective transitions, except in Islamic Education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- The curriculum in all phases is interesting and motivates students. It is enriched by a wide range of extra-curricular activities and timetabled STEAM activities to promote innovation. Regular events promote enterprise and social contributions, with opportunities for older students to take leadership roles.
- The Social, Moral and Cultural programme is well developed and effectively promotes understanding of the UAE's culture and society. Across other subjects there is inconsistent integration of experiences to achieve such understanding.
- The curriculum is partly modified following data analysis and most teachers use data to inform lesson planning. However, the quality of implementation and the resulting effects on learning are inconsistent. In a minority of subjects the curriculum is mostly the same for everyone, regardless of students' specific needs.
- Arabic is taught to all children in the FS1 for 45 minutes and in FS2 for 90 minutes each week.

For Development:

- Ensure greater challenge for the most able students.
- Include more tasks which require critical thinking by students across the curriculum.

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

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

- The school has appropriate safeguarding policies and procedures. Students know who they should talk to if they have concerns about their safety or when they need guidance or support.
- All classrooms, the corridors, learning resources and equipment are regularly cleaned and well maintained. Supervision across different areas is good. Staff members work diligently to look after children and respond to their needs immediately. The school quickly and efficiently rectified almost all safety issues identified by the inspection team.
- The school actively promotes healthy lifestyles amongst students. Student and the staff's well-being is at the heart of the school ethos, which leads to a caring environment.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- There are very good relationships and mutual respect between students and teachers. Systems for managing behaviour are followed very successfully by the school community. Procedures for monitoring levels of attendance and promoting punctuality are rigorous but are not yet raising attendance levels.
- The identification of students of determination is accurate and they receive overall good support. Since the previous inspection the school has identified more high attaining students. In a minority of lessons, focused support is inconsistently provided.
- Students' academic and personal development are carefully monitored. Care and well-being are high priorities and students receive effective support from the counsellor, pastoral teams and their teachers. Course and career guidance are provided for older students.

For Development:

- Ensure that all teachers consistently provide support which is well matched to the needs of individual students.
- Establish appropriate locations for the fire drill assembly points and ensure there is another drill.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- This is a caring and very inclusive school. School leaders and Governors are committed to high-quality provision and access for students of determination. The inclusion team is well led by the recently appointed leader.
- Assessments, including those from outside specialists, provide accurate identification of individual student's barriers to learning. These are used well to develop individual learning plans (IEPs) and strategies for support. An increased number of students have been recognised as being gifted or talented.
- Parents are very positive about the provision their children receive and feel that they are a key part of the support process as valued partners. Regular meetings fully involve parents in reviewing, forming and setting students' goals. Parents are very pleased with the quality of communications about their children's progress.
- The IEPs clearly identify the prime needs of individual students. Most students benefit from interventions which reduce their barriers to learning. In a minority of lessons, planning and modifications do not take sufficient account of individual goals and so the work is not well matched to some students' needs.
- Students overall make good progress from their starting points. When students receive focused interventions from the inclusion team, progress is consistently high. Qualified learning assistants provide valuable support, which enables individual students to effectively access the curriculum and make progress through it.

For Development:

- Ensure that teachers in all subjects consistently implement the IEPs for students of determination when planning and delivering lessons.

6. Leadership and management

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

- Leaders at all levels fully embrace the school's vision. There is a shared understanding of what quality high teaching, learning, curriculum and assessments look like, but there are inconsistencies. Delegated leadership ensures that leaders at all levels are involved effectively with students' achievements. The improvement agenda is led by senior leaders. The effects these improvements is monitored and they are positive. The school is compliant with all regulatory requirements
- The process of self-evaluation uses information from appropriate sources. The views of the staff, students and parents inform the process. It produces reasonably accurate judgements, which are may not be correctly focused on outcomes. Improvement targets, which are attainable and realistic, arise from the self-evaluation document. These are regularly reviewed, but require greater prioritising, measures and specific goals. Notable improvements, such as achievements in the key subjects and teaching quality, have resulted from this process.
- Parents feel welcomed and valued by the school. They play very active parts in the life of the school, helping their children to achieve well by, for example, listening to students reading Arabic. They fully embrace and support the vision of the school. They are represented on the Governing Board. They are communicated with effectively. The personal and academic achievements of their children are reported to them regularly. Parents are aware of how they can help to move their children's learning forward.
- The newly constituted governing board represents the school community, including parents and teachers. They meet regularly, using their varied expertise to help to improve the school. Plans to improve the school are developing well and rapidly. Governors are informed regularly about issues in the school and discuss these with leaders, holding them to account for students' achievement and personal development. They ensure that parents are informed about developments in the school. They also ensure that high quality resources are available.
- The school is very well resourced and teachers are deployed well and supported through appropriate ongoing professional development. There is a library containing 9000 volumes and a small separate library in the FS. There is a wide range of specialist facilities which are well-matched to the curriculum. On a daily basis the school is well managed and movement by students is swift and orderly.

For Development:

- Ensure that all middle leaders have a shared understanding of high quality teaching and learning, then monitor these closely to improve them.
- Ensure that opportunities to become involved with other schools are exploited fully.
- The Board of Governors should ensure that all resources are closely linked to students' learning outcomes, especially their reading skills.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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