



Raffles International School -  
Um Suqeim South BR

🇬🇧 Curriculum: UK

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	2007
Website	www.rafflesis.com
Telephone	04-4271200
Address	P.O Box 122900
Principal	Michael William Clack,
Language of instruction	English
Inspection dates	14 to 17 November 2016

Teachers / Support staff	
Number of teachers	144
Largest nationality group of teachers	British
Number of teaching assistants	47
Teacher-student ratio	1:10
Number of guidance counsellors	7
Teacher turnover	14%

Students	
Gender of students	Boys and girls
Age range	4 - 16
Grades or year groups	FS - Year 11
Number of students on roll	1582
Number of children in pre-kindergarten	N/A
Number of Emirati students	130
Number of students with SEND	80
Largest nationality group of students	European

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	Cambridge Checkpoints, IGCSE
Accreditation	BSO, BSME CIS
National Agenda benchmark tests	IBT, GL, CAT4



## 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.

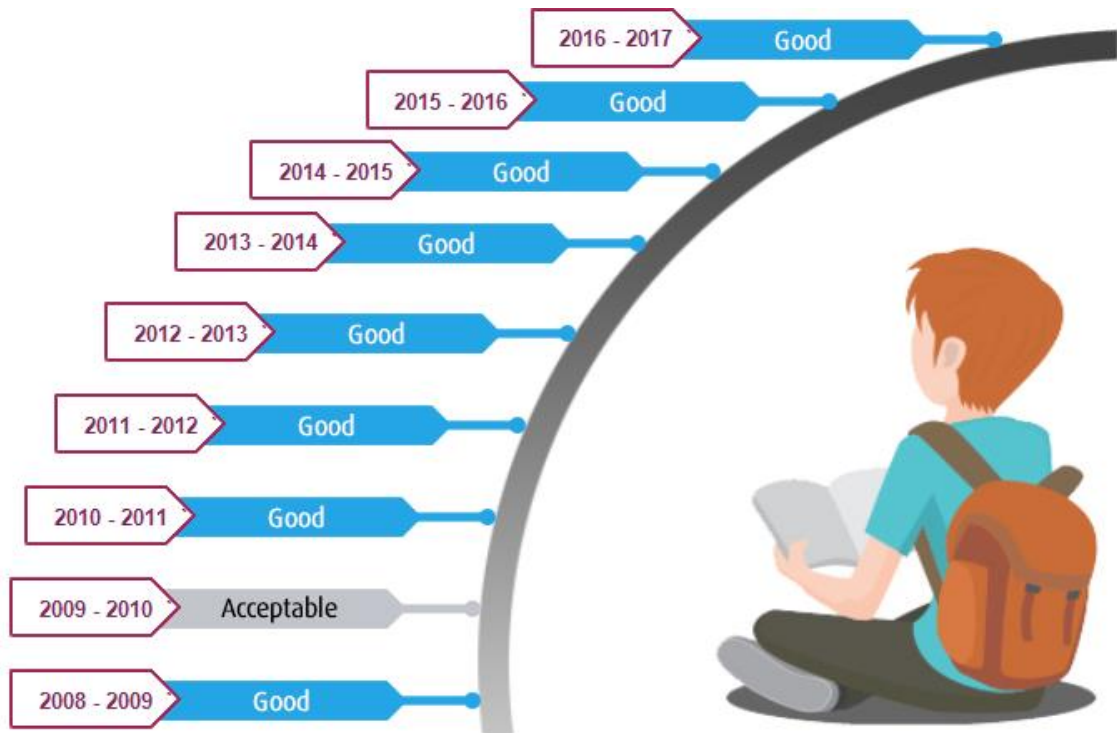
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### 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 International School -Um Suqeim South BR



- Raffles International School opened in 2007. The current principal joined the school in September 2014. The number of students is currently 1582, a decrease of 111 from the previous year. The school employed 36 new teachers this academic year.
- Previous inspections have acknowledged strengths in students' personal development and the outstanding learning skills shown by children in the Foundation Stage. Exemplary arrangements for keeping students safe and secure and the excellent facilities and learning environment have been a key feature highlighted in the last three years.
- Recommendations over the same period focused on improving attainment in Islamic education and Arabic and developing provision of critical thinking skills. Embedding the use of technology to improve learning outcomes has been included in recommendations.



## Summary of inspection findings 2016-2017



**Raffles International School -Um Suqeim South BR** was inspected by DSIB from 14 to 17 November 2016 . 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.

- Students' attainment and progress in Arabic and Islamic education are mostly acceptable in the primary and secondary phases. In science, mathematics and English students' progress is good in primary and secondary, whilst attainment in primary science and English is acceptable. In the Foundation Stage (FS) children's attainment is very good in English, outstanding in mathematics and good in science. Their progress is outstanding in English and in mathematics, and very good in science.
- The personal development of students is outstanding, whilst the understanding of Islamic values is mainly very good. Students continue to display excellent social responsibility skills
- Teaching is very good in the FS and good in the primary and secondary phases. The arrangements and processes for assessment are very good. In particular, the next step marking enables students to know what they need to do to improve their learning.
- The curriculum design and adaption in FS is very good and remains good in the primary and secondary phases.
- Arrangements for health and safety, including child-protection are outstanding. The care and support for different groups of students are good. The overall arrangements for students with special educational needs and disabilities are good.
- Leadership and self-evaluation are good. Partnerships with parents and the community are very good. Governance is also very good and the facilities and management to support learning and arrangements for the day-to-day running of the school are outstanding.

### What the school does best

- The outstanding progress made by children in developing English language, mathematical and general learning skills in the FS.
- The excellent personal development of students and their outstanding social responsibility and innovation skills.
- The very good arrangements and processes for assessment, in particular, the next step marking.
- The excellent arrangements for ensuring the school is a healthy and safe place to be in.
- The excellent resources and arrangements to support the smooth running of the school.

### Recommendations

- Provide targeted support and track progress to ensure all students in Year 11 achieve their predicted grades at IGCSE.
- Use self-evaluation to:
  - enable leaders and staff from different phases and subjects to work together to adapt the curriculum so that students make very good progress
  - measure the impact of teaching strategies and interventions for different groups of students and adjust lessons to optimise the progress made by all students
  - fully integrate all the requirements of international and UAE standards into the curriculum to provide very challenging curriculum targets for all groups of students
  - develop a common understanding of subject specific and learning skills to ensure implementation yields the highest quality outcomes for students.

## 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 their targets:**

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter tests in English, mathematics and science is not secure.
- Following the results of external benchmark tests a comprehensive system of assessment has been implemented in every class. Data is now analysed effectively and used to aid target setting for students and to form a baseline against which teachers track progress.
- In order to develop the required skills and understanding to help students score higher in external benchmarking assessments, the school has introduced earth science, a greater focus on geometry and number and more detailed work on English comprehension. It also has initiatives which successfully encourage a love of reading.
- Real life examples are extensively used and all lessons include a critical thinking opportunity. A majority of teachers use critical thinking effectively to deepen and extend the conceptual understanding of a topic. However, teachers are not consistent in developing all the required skills, to secure the highest standards.
- Students have a good knowledge of their National Agenda Parameter results and are clear about the targets developed with the use of CAT4 data. When given the opportunity they research effectively using information, communication and technology (ICT) or books and can plan short investigations. However, they are less frequently given the opportunity for extended independent work.

Overall, the school's improvements towards achieving its National Agenda targets meet 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:

- School leaders show a strong commitment to the innovation agenda. As a result, they are providing opportunities for students to be innovative inside and outside the classrooms. In better classroom environments, students interact with and use technology tools to support their learning. In all phases, students are observing lessons to provide feedback to leaders and teachers on how their skills of innovation can be developed. Innovation skills centred on the development of critical thinking and problem solving skills are consistent features in most lessons plans. However, the resulting implementation is variable.

## Overall school performance

Good

## 1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good ↑
Arabic as a first language 	Attainment	Not applicable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Very good ↑	Acceptable ↓	Acceptable ↓
	Progress	Outstanding	Good	Good
Mathematics 	Attainment	Outstanding	Good	Good
	Progress	Outstanding	Good	Good
Science 	Attainment	Good ↑	Acceptable	Good
	Progress	Very good ↑	Good ↑	Good
		Foundation Stage	Primary	Secondary
Learning skills		Outstanding	Good	Good

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

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

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	Good	Good
Assessment	Very good ↑	Very good ↑	Very good ↑

## 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	Outstanding	Outstanding	Outstanding
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	Very good
Management, staffing, facilities and resources	Outstanding

# Main inspection report



## 1. Students' achievement

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

- Following the comprehensive assessment of children's English language development and literacy skills on entry to FS, children make exceptional progress in acquiring reading, writing, speaking and listening skills. This is a result of the many opportunities provided to challenge and develop their understanding and application. Their level of attainment is very good when measured against the EYFS curriculum levels. As a consequence, most children demonstrate very high levels of confidence in English.
- Attainment and progress are outstanding in mathematics. Most children demonstrate a profound understanding and reasoning of fundamental mathematics. Most children make rapid progress in learning the necessary numeracy skills. Consequently, their knowledge is strong and supported by an excellent ability to apply key numeracy concepts in a range of different situations. The attainment levels of most children are therefore high when measured against the EYFS curriculum expectations.
- In science, children demonstrate good levels of knowledge and inquiry skills such as hypothesising, investigating, recording process and outcomes, in drawings and words. Through their investigations, for example, into movement and different sounds, and tracking the growth of a plant, children demonstrate above expected levels of attainment when measured against EYFS standards. They can apply their scientific skills in a range of different situations, enabling them to make accurate and appropriate real life connections.

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

- In Islamic education, most students are working in line with curriculum expectations. Lesson observations and students' recent work demonstrate that they make the expected progress in relation to appropriate learning objectives. Most display (reasonable) knowledge of Islamic morals and values and understanding (of) the five Pillars of Islam and Iman. However, the pace of learning is not quick enough to ensure that students extend their learning and attain consistently good standards.
- In Arabic as a first language, most of the students attain levels that are in line with curriculum expectations. Students' listen well, and their speaking and reading skills are developing at the expected rate. Writing skills are the weakest, resulting in writing often being unclear and containing spelling mistakes. Overall, students learn relatively quickly when their starting points are taken into account.
- In Arabic as additional language, results from internal assessments, lessons observations and scrutiny of workbooks indicate most students' attainment and progress are in line with curriculum expectations. Students demonstrate acceptable levels in reading, listening and writing skills. However, their speaking skills are less secure. The inconsistency in learning experiences from year group to year group restricts students' attainment.
- Attainment in English is acceptable and progress is good. A minority of students achieve standards in line with international expectations in external benchmark tests. Across the phase, most students achieve expected levels in speaking and listening. Given their starting points, and particularly when the large number of students with English as an additional language is considered, students acquire reading comprehension, other literacy skills and critical thinking skills at a good rate. Their skills in writing are less consistently developed, although most students write in line with curriculum expectations
- In mathematics, students' attainment and progress, measured against curriculum standards, are good. External assessment is used for benchmarking. It shows students' knowledge and skills are generally well-developed. Students demonstrate good understanding in applying mathematical concepts. The good curriculum coverage of numbers, shapes and measurements supports the students' good achievements. The introduction of consistent marking with feedback identifying clear next steps in mathematical learning is having a positive impact.

- Most students develop a range of knowledge and understanding in science that is in line with curriculum expectations. This is confirmed by results from international benchmark tests, internal assessments and work in lessons. Of the key scientific skills, analysis and evaluation are the least developed. However, progress in developing skills of enquiry and observation are stronger and most students are able to carry out investigations applying the principles of a fair test. Overall, when measured against their starting points, students are learning at a good pace.

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

- In Islamic education, most students demonstrate knowledge, understanding and skills that are in line with curriculum expectations. As a result, by the end of Year 11 they can recite Surat Yasin using the correct pronunciation, and Tajweed rules. They know and understand the difference between Makrooh (hated) and Moharam (forbidden) for a Muslim person. Considering their starting points, the majority of students make better than expected progress in making links between the different areas of Islamic teachings.
- In Arabic as a first language, overall, most students' attainment is in line with curriculum expectations. Students' speaking and listening skills are developing appropriately but students lack confidence and the fluency required in reading to reach a good standard. In their writing, weak sentence structure and frequent spelling mistakes persist. Overall, in all aspects of the subject, the rate of learning is acceptable, resulting in attainment which matches the curriculum standards.
- Internal assessment information indicates students' attainment is in line with curriculum standards, in Arabic as an additional language. In lessons, most students' knowledge, understanding and skills are broadly acceptable, with little variation between listening, speaking, reading and writing skills. Students new to the Arabic language learn at a quick pace.
- Attainment information based on external assessments in English, indicates at Key Stage 3 a majority of students will achieve in line with curriculum standards. Fewer students attain in line with international expectations, as indicated by the results benchmark tests. The quality of students' writing is variable, particularly grammar and punctuation. However, by the end of the phase, most students show good progress in their ability to write fluently when measured against their starting points. This is because they are supported by the rigorous next step marking.
- In mathematics, students' attainment and progress, as measured against curriculum standards, are good. The use of external benchmarking and moderation are well developed and embedded into the school assessment framework. When investigating mathematically, the majority of students can reason, generalise and make sense of solutions. When students' work is measured against school curriculum levels, it is above expectations. This is most evident in upper secondary classes.



Work reflects good coverage of algebra, geometry and problem solving. The school has improved students' attainment over the past three years, especially in geometry and measurements.

- External curriculum assessment in science indicates that at the end of Year 9, performance for most students is in line with curriculum standards. School assessments, however, indicate that attainment is above curriculum standards. In general, students make good progress in developing scientific skills, including investigating and analysing.

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Good	Good

- Most students have positive attitudes towards learning. Children's attitudes in the FS are particularly strong. Student's engagement in and enjoyment of learning in other phases is good. In many classes students work independently with little teacher intervention and are keen to share the next steps in their learning.
- Students' collaboration and communication when working in groups is generally good. In the FS, opportunities to collaborate are more frequent and, as a result, children work very effectively together. Students can speak clearly and describe their understanding and thinking. In Arabic as an additional language in the primary phase, communication is sometimes restricted when lessons are overly directed by teachers.
- Real life applications are embedded in the FS, which enable children to make consistently meaningful connections to other areas of learning. In other phases, teachers make sure students understand their learning and apply it to different contexts. There is a good level of critical thinking in the primary and secondary phases, and excellent examples in the FS. Whilst, critical thinking opportunities features in nearly all classes, they are not always embedded in all aspects of learning. Research skills using learning technologies are applied in some lessons to extend thinking. This is beginning to impact positively on students' ability to innovate.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Throughout the school, students have very positive attitudes. They are enthusiastic in lessons and in extra-curricular activities. Students of different nationalities are exemplary in the way they seek to learn from one another. They communicate clearly and thrive when provided with clear critical feedback and opportunities to express their views.
- Students take full responsibility for their behaviour and self-discipline, and are given many opportunities to do so. Students show a real commitment to resolve any behavioural issues that arise. The highly impressive restorative justice and 'Walk away, Ignore, Tell a Teacher' system empowers them to sort out problems for themselves. This generates a sense of pride in the school.

- The school's core values, which include empathy and recognising the differences in others, are fully embedded. As a result, the level of respect students and staff have for each other is exemplary and relationships are very strong. There is a keenness to bring out the best in each other and provide sensitive and full support when required.
- Healthy lifestyles and well-being are strongly promoted. Students from all phases eloquently share why they make healthy choices. They are fully committed to eating well and staying physically active. This is demonstrated in morning assemblies and the various clubs by the level of participation and excitement in warm-up exercises.
- Attendance rates are excellent and demonstrate students' commitment to learning. Students arrive on time for lessons, fully prepared for their learning and showing a willingness to optimise each opportunity.

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

- Students demonstrate a very secure understanding of Islamic values and how these impact on modern UAE society. Given the age of the children, their understanding of Islamic values in FS is particularly strong.
- Students are very knowledgeable about the different aspects of Emirati heritage, culture and history that underpin modern UAE life. Students can name UAE leaders and outline, in some detail, historic facts about the UAE. Children in the FS, have impressive age-related knowledge of some of the main features of Dubai.
- Students are very proud of their own cultures and demonstrate a deep awareness of other cultures around them. They interact positively and politely with people from different backgrounds. Students across the school participate in, and contribute to, all celebrations of multicultural heritage with much enthusiasm.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding

- Students throughout the school demonstrate an exceptionally strong sense of community responsibility. They are proactive in taking leadership roles within the school, including the student and learning councils. They are very proud of their contribution to various fundraising activities such as 'Shoe Box Appeal'. They are continuously seeking to extend charity work and make meaningful contributions to the local community.
- Students demonstrate an excellent work ethic. They enjoy schoolwork and actively participate in various competitions in school and nationally. For example, students participate in art exhibitions, short film competitions and 'Ted Talks'. Students in all phases are very keen to demonstrate strong innovative and entrepreneurial skills.

- Students care deeply for their school. The eco club committee provides a very strong lead in managing and promoting environment projects in the school. Clear links are made between recycling paper and the need to protect the environment, both in the UAE and the wider world. The excellent contributions by students to environmental projects have earned them Green Flag status.

### 3. Teaching and assessment

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

- In the FS, almost all teachers are very secure in their knowledge of the Montessori method and effectively apply their knowledge of how young children learn. In the primary and secondary phases, teachers know their subjects well and adapt and apply their knowledge of how students learn.
- Teachers plan their lessons well and match tasks and activities to year level curriculum expectations. Differentiation is a feature in most lessons, and learning incorporates independent and collaborative activities. However, in Arabic lessons the pace of learning is too slow. Teachers use resources and time well, particularly in FS. The use and effectiveness of learning technologies is less consistent.
- In FS, teachers' questioning consistently checks for understanding, provides challenge and enables children to reflect and move forward quickly with their learning. In the primary and secondary phases, questioning techniques are successful in providing the level of challenge required to stimulate students' higher order thinking. This sometimes prevents particular groups of students making more rapid progress.
- In the FS, teaching methods ensure that children know what they are learning and enable all groups to apply it. Differentiation is evident in most other classes but it is not adapted consistently to match the specific needs of students. In Arabic, teaching does not provide the challenge required for all students to make good progress.
- In the primary and secondary phases, critical thinking and problem solving are a feature of most lesson. In the FS, the development of critical thinking and problem solving are regular features in almost all lessons. The continual moderation of teaching strategies and measurement of their impact is less consistent in the upper phases.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Very good ↑	Very good ↑

- The school has coherent and consistent assessment processes well linked to the EYFS curriculum standards, the Cambridge standards in primary and IGCSE requirements in the secondary phase. In Islamic studies and Arabic, assessments are closely aligned to MoE requirements. They provide a valid and comprehensive measure of students' academic and personal development.
- Internal assessments show that standards are in line with the MoE expectations and second language Arabic is externally moderated. The school uses a range of international benchmark tests for Arabic

and other subjects and uses the outcomes of these, in particular CAT4, to align its own internal assessment standards with expected standards in Dubai and internationally.

- Assessment information is analysed very effectively. The detailed information obtained is used well for monitoring the progress of individual students and groups. In FS, assessment information is regularly analysed by most teachers to identify strengths and weaknesses in attainment and progress and shared with children. In other phases almost all students are aware of the outcomes of the analysis.
- Analysis of benchmark information highlights gaps in the curriculum of some subjects. As a result, the school has made appropriate and effective modifications. Most teachers use the information very effectively to plan lessons to ensure content and delivery match the needs of different groups. Where modifications are very detailed and specifically matched to the specific needs of students, impact on their progress is significant.
- Most teachers know their students very well and provide well-focused challenge and support. Books are marked in detail and constructive feedback, which nearly always gives specific steps for improvement, is given to students. Students are routinely involved in assessing their own learning and that of their peers. They also set targets but sometimes these are too general.

#### 4. Curriculum

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

- The school is enhancing its curriculum to increase age-appropriate and balanced learning experiences for students. It has integrated the Montessori approach into the early years' curriculum very effectively. It is moving towards meeting the requirements of its Islamic and Arabic curricula through a bridging year agreed with the MoE. The primary and secondary programmes meet UK National Curriculum requirements.
- The school regularly revises its courses. The transition from FS into Year 1 has been greatly improved. The transitions at other stages require further development. This year a small group of students at Year 11 are studying IGCSE English as an additional language course to meet their needs more effectively.
- The school has successfully introduced discrete Arabic lessons in the FS to prepare children for the formal curriculum at the primary stage. Students from Year 9 are able to select from 7 IGCE course options, including French and Mandarin, which provide them with ample choices to develop their learning. Year 11 IGCSE courses have been introduced this year.
- The FS promotes the very strong integration of learning activities. The primary and secondary humanities programme provides good opportunities for students to make connections in their learning. This includes applying multi-disciplinary subject knowledge through exploring social, economic and cultural issues linked to the multicultural nature of the school.
- The school does not evaluate the impact of curriculum initiatives or agree a strategy for expanding the pilot IGCSE English EAL course to meet the needs of the large EAL student community. Although the school does has a wide range of very good attainment and progress data it is not used systematically to review the appropriateness of its curriculum

- A social studies course linked to the existing humanities programme has been introduced. It is designed to enhance students' knowledge of the UAE and their potential contribution to its development. Teachers are familiarising themselves with the newly designed course materials and students are responding very positively. They research the values and traditions of their own cultural backgrounds while enhancing their understanding of their potential roles within the UAE.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Good	Good

- Almost all teachers modify the curriculum to ensure it meets the needs of students across ability levels. This is particularly effective in the FS. Lesson plans include modifications for gifted and/or talented, EAL and students with SEND. Assessment results guide objectives, best starting points, and the instructional area to be addressed in the lesson. Differentiated lessons are planned to ensure curriculum content is accessible to all students.
- Innovation is highlighted throughout the school and critical thinking opportunities are offered in every class. The Young Apprenticeship programme exposes students to the world of work. Access to a broad range of after-school activities offer imaginative learning to motivate and inspire students. Some activities are focused on curriculum content areas to boost the academic performance of struggling students.
- Culture and UAE values are incorporated into the school's daily life, particularly in FS, and in teachers' lesson plans through activities focused on community and global issues. UAE social studies, addressing MoE themes, started this year, enhancing students' awareness of their roles within the UAE and exposing students to other cultures and global citizenship.

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

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

- Rigorous procedures are applied to ensure child protection is of the highest quality. Students and parents are made fully aware of the issues relating to cyber bullying. All staff, including those who work in administration, the cafeteria and maintenance have comprehensive child protection training which is systematically updated and monitored. Processes for dealing with all forms of abuse are very robust.
- The school provides an exceptionally safe and hygienic environment that is secure. Close monitoring of premises by safety cameras enhance and ensure school security. Safety checks are frequent, comprehensive and very effective. Supervision of students is exemplary, on buses and from the moment they arrive at school until their departure.
- Maintenance of the facilities is of outstanding quality. The record keeping is very detailed. It is frequently monitored by senior staff. All staff are clear of the procedures to follow, should they have a concern.

- The premises and facilities provide an excellent physical environment which supports the inclusive nature of the school. Ramps and elevators are installed and their use is appropriately monitored.
- The school's promotion of safe and healthy living is very successful. It is supported in the cafeteria where the menu is consistently reviewed for healthy food options. All students have access to pertinent, age-related information about well-being. In the secondary phase, this includes comprehensive information about the importance of eating, sleeping and physical exercise. There is a regular check of students' weight and teeth. Vaccinations are provided.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Positive relationships among staff and students create a calm and positive atmosphere. Students are polite and friendly in their interactions with staff and with adults in general. Programmes (WITTS and Restorative Justice) are embedded into the school culture to guide students when they encounter conflict and to cope with personal issues ("Who can you talk to?").
- The school's attendance is closely monitored using a rigorous monitoring system (ISAMS). Daily assemblies focus on rewarding attendance and promoting positive attitudes towards learning.
- Students with SEND are identified at entry. Current students are placed on the SEND register when parents obtain an external evaluation. The identification of students with SEND is low for the school's student population. The school identified sixty four gifted and/or talented students at the beginning of the term through CAT 4 testing.
- Students with SEND receive good support and instruction from their learning support (LS) teachers, and classroom teachers. Monthly professional development provides staff with the appropriate tools and strategies needed to build the skills of students. Teachers and SEND/LS staff attend workshops on critical thinking and how to challenge students in the classroom.
- On-going guidance and support is provided for all students by classroom teachers, LS/SEND, and counselling staff. Personal development and well-being is well supported by the healthcare team. At the time of the inspection, university and career guidance for secondary students had not started.



## Inclusion

### Provision and outcomes for students with SEND

Good

- Senior leaders and governors have ensured that action has been taken to improve the quality of provision for students with SEND. The school has improved operational procedures, the quality of parent partnerships and professional development opportunities for school staff.
- The school uses a range of internal and external assessment indicators to identify the needs of students with SEND. This information generally leads to intervention which improves both students' learning and progress. The school is developing its use of individual education plans (IEPs) to ensure that the identified needs of students is consistently linked to provision and progress is clearly tracked and monitored.
- Parents with children who have SEND, report that they are well informed of their children's progress through frequent contact with the school. They are invited to contribute to their children's individual educational plan (IEP) and are in frequent contact with SEND staff. Monthly coffee mornings provide guidance and support for parents. The school is in the process of developing additional parent consultation systems to ensure that provision continues to improve
- Lesson planning is individualised and curriculum modifications are provided as needed, in response to the identified student's learning needs. The 'student's passport' informs and guides the teaching of specialist and classroom teachers as well as the LS teachers.
- The personal development of, and progress made by, students with SEND is not monitored systematically. The new effective whole school assessment systems are being adapted to provide detailed and structured information for the SEND department.

## 6. Leadership and management

### The effectiveness of leadership

Good

- There is a clear strategic vision throughout the school. Leaders at all levels work well with staff to implement and fulfil it. The vision incorporates the UAE priorities and promotes an inclusive ethos. New initiatives to improve students' learning are applied and implemented across the school.
- Leaders at all levels communicate a good knowledge of the best practices which deliver high quality learning outcomes. They work as a collective unit to establish a positive learning culture which promotes good standards and very strong personal development of the students. The level of detailed reflection, analysis and active listening required to produce the highest student achievement is less evident.

- Communication systems within the school are professional and effective. Middle leaders work well to liaise with senior leaders. They coordinate, monitor and support teaching. Cross-phase and subject working has recently been introduced to improve consistency.
- Leaders and staff at all levels have a clear understanding of what needs to be done to innovate and improve. Very good systems are in place, particularly the assessment processes. These have been established to identify students who are achieving well and those at risk of underachieving.
- The school maintains consistently good standards in student achievements and has a very strong track record of enabling students to grow personally and work well together. This results from successful decision making by leaders. Compliance with regulations and statutory requirements is routine. Any concerns are quickly acted upon. However, the level of consistency required to ensure the highest standards are sustained is not yet secure.

#### School self-evaluation and improvement planning

Good

- The use of internal, national and international data to inform the schools' self-evaluation data is embedded. Assessment information from every class is gathered and used well, but not rigorously enough to provide specific targets that support very good progress for all groups of students.
- The quality of teaching for effective learning is routinely monitored and appropriate feedback is given to teachers. However, the systematic in-depth evaluation of how well teaching influences students' academic progress is not as secure.
- Clear and comprehensive action planning is resulting in school improvement. Although plans identify detailed actions, which are monitored, the level of analysis and follow up to ensure students make sustained and very good progress is less evident.
- All recommendations from previous inspection reports have been addressed and the school is showing sustained improvement in most of the key areas. Nevertheless, the action taken to meet the needs of all groups of students is not embedded.

#### Partnerships with parents and the community

Very good

- Parents reported that they felt engaged as partners in their children's learning. They spoke highly of the school leadership. There are a number of mechanisms to ensure that the views of parents are fully taken into account when new initiatives or school development priorities are formulated.
- The new information system supports the very effective communication between parents and the school. Although the school has provided much information about the National Agenda priorities, parents are not always able understand the information. They are, however, supportive of their children's involvement in international assessments.
- Parents comment that they are very well informed about their children's academic progress. Reports to parents provide detail and teacher/parent conferences identify clearly how support can be provided. In addition, each year group provides well received, curriculum information sessions at the start of each academic year. Any concerns are quickly addressed.

- Very good links with the community and international partnerships have a positive effect on students' learning and development. The very effective "class rep" system and parent association (PARIS) are a driving force in ensuring good partnerships, including the popular 'Reading with dad' week.

<b>Governance</b>	<b>Very good</b>
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- An in-depth knowledge of the school is gained by both the shareholders and the governor's advisory council. The views of different groups of students, parents and staff are consistently sought. The parent association frequently contribute to meetings. The views obtained are diligently followed up and acted upon. Membership of the Advisory Council represents all stakeholders and makes best use of their expertise in finance, education and change management.
- The board, with advice from the school standards director, holds school leaders to account for the quality of most aspects of school performance. The governors are working systematically to support the principal and his senior staff to ensure accountability systems are matched to the needs of students and the corporate targets and requirements. Accountability includes the requirement of identifying any group of students not currently making good progress.
- School governors and the advisory board exert a very positive influence on the school leadership. They work hard to remove the pressures of external corporate targets and remain focused on delivering high quality educational outcomes for all groups of students. The recent decision to increase native language English speakers and a whole school assessment system has impacted positively. It has consolidated the good standards in most areas of provision.




<b>Management, staffing, facilities and resources</b>	<b>Outstanding</b>
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- The high attendance and punctuality rates are a result of the school's highly efficient procedures and routines. Day-to-day management ensures that parents and students are aware of the school's vision and how it is reflected in everyday practice. The timetable is well organised and any necessary changes are made efficiently and quickly.
- The school principal and his senior leaders are constantly seeking ways to deploy staff to match the needs of all groups of students. As a result of increasing the number of native English speaking teachers, there have been improvements in students' language development skills. Opportunities are provided for all staff to benefit from the expertise of colleagues in different phases and subjects.
- The very high quality premises enable all students to access a range of facilities. The school's inclusion agenda is well supported by the access to a high quality learning environment. There are constant reminders everywhere in the school of the aspirations, achievements and personal development of the students.
- There is an extensive range of high quantity age-appropriate books for students in all phases. The books reflect the diversity of cultures and languages within the school community. Enthusiastic, knowledgeable and passionate staff promote and ensure best use of the facilities, including the excellent information technology systems and equipment.

## 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	275
	2015-2016	205
 <b>Teachers</b>	134	
 <b>Students</b>	56	

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

- Almost all parents who responded to the survey expressed their satisfaction with the quality of education provided by the school.
- A number of parents are concerned that the school does not deal with bullying well. Inspection evidence does not support these concerns.
- Out of the 94 parents who provided a view about how well the school provides for students with SEND, over half disagreed that the provision was effective.
- A quarter of parents who responded to the survey did not feel that their children have a good understanding of Islamic values. Inspection evidence indicates students have a very good understanding of Islamic values.
- Responses from teachers were overwhelming positive about all aspects of the school's provision.
- Most of the 56 senior students who responded to the survey were very positive about most aspects of the school but a minority did not always feel listened to by school leaders and teachers.

## 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)