

المعرفة

Knowledge

Ambassador School L.L.C...



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Ambassador School L.L.C

Curriculum: CISCE

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



| | |
|-------------------------|--------------------------|
| Location | Al Mankhool |
| Type of school | Private |
| Opening year of school | 2013 |
| Website | www.ambassadorschool.com |
| Telephone | 043983535 |
| Address | 41a Street, Al Mankhool |
| Principal | Sheela Menon |
| Language of instruction | English |
| Inspection dates | 26 to 28 October 2015 |

Students



| | |
|--|---------------------|
| Gender of students | Boys and girls |
| Age range | 5-16 |
| Grades or year groups | Grade 1 to Grade 11 |
| Number of students on roll | 701 |
| Number of children in pre-kindergarten | Not Applicable |
| Number of Emirati students | 0 |
| Number of students with SEND | 41 |
| Largest nationality group of students | Indian |

Teachers / Support staff



| | |
|---------------------------------------|--------|
| Number of teachers | 80 |
| Largest nationality group of teachers | Indian |
| Number of teaching assistants | 12 |
| Teacher-student ratio | 1:9 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 15% |

Curriculum



| | |
|---------------------------------|----------------|
| Educational permit / Licence | Indian |
| Main curriculum | CISCE |
| External tests and examinations | IBT |
| Accreditation | Not Applicable |
| National Agenda benchmark tests | IBT |

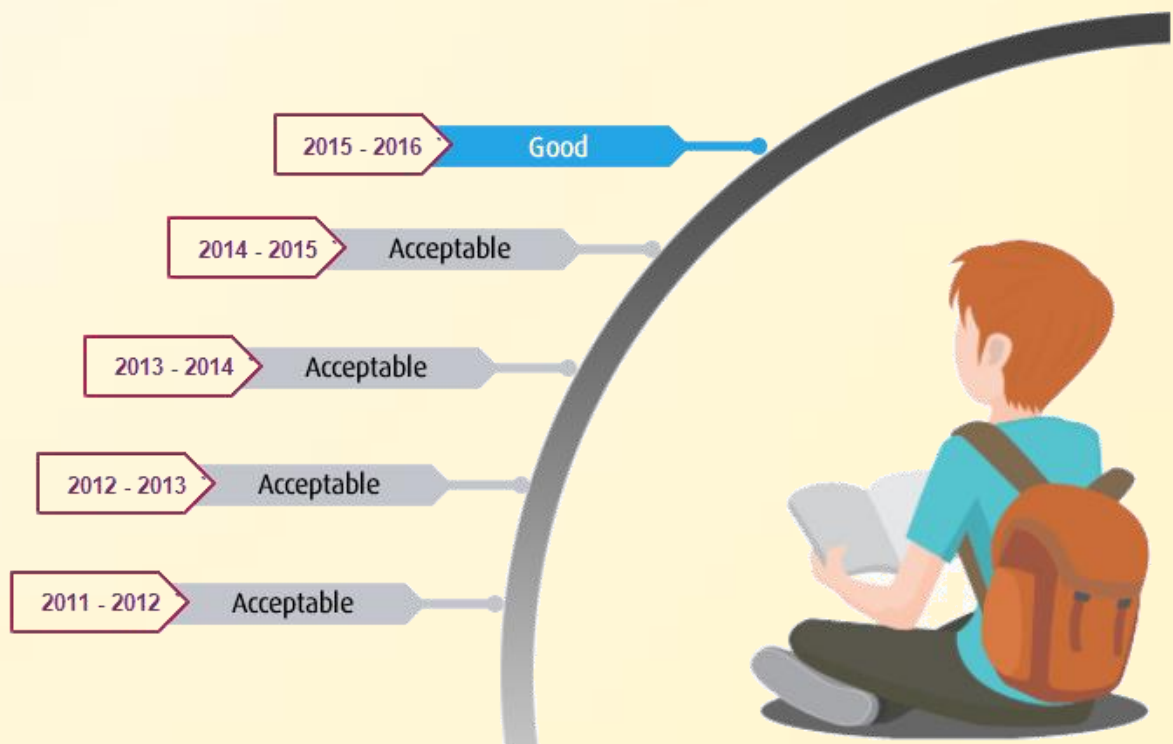


Summary for parents and the community

Ambassador School L.L.C was inspected by DSIB from 26 to 28 October 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Ambassador School provided **good** education for all its students.

- Students' performance in English, mathematics and science was at least good and students had good learning skills. Students with special educational needs made good progress. Students' performance in Islamic Education and Arabic as an additional language was mainly acceptable.
- All aspects of students' personal development and social skills were good.
- Teaching quality was at least good and the quality of assessment was also good.
- The school provided a good curriculum and made outstanding arrangements for students' health and safety.
- The school provided good care and guidance for all its students, including those with special educational needs.
- All aspects of leadership and management were good.



What did the school do well?

- Students' performance in English, mathematics and science was at least good as were their learning skills.
- The school provided well for students with special educational needs who made good progress.
- Teaching, assessment and the curriculum were good.
- Health and safety arrangements were outstanding, and those for students' care and guidance were good.
- All aspects of leadership were good.



What does the school need to do next?

- Improve students' attainment and progress in Arabic as an additional language and middle and secondary school students' attainment and progress in Islamic Education by:
 - setting clear and measurable targets for the students to improve
 - involving students in assessing their work and identifying the next steps in learning
 - ensuring teachers provide opportunities within lessons for the development of learning skills and collaborative work.
- Increase students' use of technology to improve their learning.



How well did the school provide for students with special educational needs and disabilities?

- The appointment of additional special educational needs teachers meant that more students were supported directly in class. For example, the new 'push-in' programme was proving to be a successful way of improving results in mathematics, English and science.
- The identification of students with special educational needs and disabilities was completed during the admission process. This ensured that learning needs were quickly identified and additional support was planned.
- When appropriate, parents were offered sessions to learn how best to support their children at home. For example, the 'home reading programme' gave parents the confidence to read more with their children.
- The special educational needs team had introduced curriculum changes to ensure students' full involvement in class lessons and to develop their independence. In most lessons, teachers carefully planned learning activities which fully supported the achievement of students' individual education plan targets.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameters. Progress towards meeting the National Agenda targets was above expectations.
- The promotion of the National Agenda had been competently carried out and most of the stakeholders had a clear understanding of the National Agenda aims. Students knew the aims and overall purpose of the agenda. Not all of the stakeholders had an understanding of the national targets process because the testing in TIMSS and PISA was used for the first time this year and the school did not have specific targets in the key subjects.
- The school had taken steps to match the curriculum to the requirements of these external benchmark tests. The leaders had produced resources for students and carried out training for teachers to ensure that students were well prepared for the forthcoming tests.
- The changes in lesson planning to promote problem-solving was evident in most lessons. Students were often set opened-ended tasks to develop their problem-solving and critical thinking skills. The improvements in problem-solving were clearly evident, while the development of critical thinking was at an early stage. There were some examples in the key subjects of critical thinking but relatively fewer for independence of thought and creativity amongst younger students.
- Students used a range of classroom-based resources but had limited access to information technology. Where tasks required this, they were mainly designed to be continued at home. Students had identified some appropriate learning skills required and enjoyed novel teaching strategies, such as the, 'flipped classroom' to help them learn.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.





Promoting a culture of innovation:

- School leaders had begun to identify key strategies to develop their capacity to promote a culture of innovation, particularly through partnerships. They encouraged teachers to foster students' development of innovation skills in their classrooms through promoting risk taking. Curriculum design and teaching provided opportunities for students to develop their innovation skills.

Overall school performance

Good ↑

1. Students' achievement

| | | Primary | Middle | Secondary |
|--|------------|----------------|----------------|----------------|
| Islamic education  | Attainment | Good | Acceptable | Acceptable |
| | Progress | Good | Acceptable | Acceptable |
| Arabic as a first language  | Attainment | Not applicable | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable | Not applicable |
| Arabic as an additional language  | Attainment | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable |
| English  | Attainment | Good ↑ | Good | Good |
| | Progress | Good ↑ | Good | Very good ↑ |
| Mathematics  | Attainment | Very good ↑ | Very good ↑ | Very good ↑ |
| | Progress | Very good ↑ | Very good ↑ | Very good ↑ |
| Science  | Attainment | Good | Very good ↑ | Very good ↑ |
| | Progress | Good | Very good ↑ | Very good ↑ |

| | Primary | Middle | Secondary |
|------------------------|---------|--------|-------------|
| Learning skills | Good ↑ | Good | Very good ↑ |

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

| | Primary | Middle | Secondary |
|---|---------|--------|-----------|
| Personal development | Good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good |
| Social responsibility and innovation skills | Good | Good | Good |

3. Teaching and assessment

| | Primary | Middle | Secondary |
|---------------------------------|---------|--------|-------------|
| Teaching for effective learning | Good ↑ | Good | Very good ↑ |
| Assessment | Good ↑ | Good ↑ | Good ↑ |

4. Curriculum

| | Primary | Middle | Secondary |
|--------------------------------------|---------|--------|-----------|
| Curriculum design and implementation | Good ↑ | Good ↑ | Good ↑ |
| Curriculum adaptation | Good ↑ | Good ↑ | Good ↑ |

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

| | Primary | Middle | Secondary |
|---|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding | Outstanding | Outstanding |
| Care and support | Good ↑ | Good ↑ | Good ↑ |

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Primary

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

- In Islamic Education, the majority of students had good recitation and memorisation skills. They pronounced Arabic correctly while applying Tajweed rules. They could memorise and explain a wide range of Hadith. They had a good knowledge of Salah rules and applied them well in real life. Trends of students' results were upwards and students were generally working at above the national standards. The majority of students made better than expected progress over time. They made good progress in understanding the various aspects of prayer's nullification and applied these in their daily lives. In addition, they had a good understanding of the importance of Salat-Al-Jumuah for a Muslim.
- In Arabic, as an additional language, most students' listening skills were in line with expectations. Students could repeat familiar words. They related new words to pictures and could also build words using letter sounds in their learning of new vocabulary. Writing skills were limited to copying and using familiar words. This level of attainment and the trends of attainment over time were acceptable. Students made acceptable progress in relation to lesson objectives, for instance, with the learning of new vocabulary related to eating and drinking.
- In English, students reached a good level of attainment and made good progress in relation to the curriculum standards. In external tests, most students attained above international benchmarks. Over the past three years, most students attained above standards set in the curriculum. Reading fluency improved each school year. Students made good progress in speaking, listening and reading. Students' writing skills improved as their range of reading widened. Spelling was a relative weakness but students made good progress in using punctuation accurately.
- In mathematics, the large majority of students were working above curriculum expectations and they attained levels that were above international benchmarks. For example, Grade 4 students could name, measure and understand the properties of angles. Grade 5 students used formulae to calculate areas and perimeters of two-dimensional shapes. All groups of students made progress beyond the level expected especially when working with number. They made good progress in applying what they learned in lessons to the real world.
- In science, the majority of students were working at a level above the curriculum expectation and their attainment was above the international benchmark. They were making good progress. For example, Grade 5 students used their knowledge to identify the difference between the layers of atmosphere. Grade 3 students developed their practical and investigative skills when investigating the water retaining capacity of different types of material. They made good progress in developing hypotheses prior to investigating.

| Middle | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Acceptable | Acceptable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable | Acceptable |
| English | Good | Good |
| Mathematics | Very good ↑ | Very good ↑ |
| Science | Very good ↑ | Very good ↑ |

- In Islamic Education, most students knew and understood the different steps of Salah and could relate its importance to a Muslim's life. Students' recitation and memorisation were error free. The school used internal tests to evaluate students' achievement, but the level of challenge in these tests was too low and did not meet the expected outcomes for each grade. The trends of students' results were acceptable and most were in line with national standards. Most students made expected progress over time.
- In Arabic as an additional language, most students understood, to an acceptable level, teachers' instructions in Arabic. The opportunities to practice their speaking skills were limited to responding to teachers' questions. Therefore, students' speaking skills remained acceptable. Most students' reading skills were developing slowly. Their writing skills were weak. Although, most students' results were broadly in line with the curriculum expectations, the school's internal assessments did not test students at a high enough level. Students made acceptable progress in relation to lesson objectives. For instance, they knew the meaning of recently introduced vocabulary related to eating and drinking.
- In English, internal school records showed that students reached good levels of attainment and made good progress related to curriculum standards. In external tests, most students in Grades 6 and 8, and the large majority in Grade 7 attained above the targets set in international benchmarks. Most students showed levels of knowledge, skills and understanding that were above curriculum standards. Over the past three years, students attained above the set curriculum standards. Students made good progress in most aspects of the subject. Writing skills developed well through each school year. Older students with more developed writing skills made faster progress in the development of their critical thinking skills.
- In mathematics, the large majority of students attained levels that were above curriculum expectations and international benchmarks. Grade 8 students were competent when working with formulae for the circumference of a circle. This was an example of the very good progress students made overall. They used a range of different techniques to reach accurate conclusions. Students used mathematical terminology appropriately when relating theories to real life examples.
- In science, the large majority of students attained at a level that was above curriculum expectations and when measured against international benchmarks. For example, Grade 8 students used their knowledge, skills and understanding to differentiate practically between the acids and bases using the suitable indicators. Their skills in investigating, observing and analysing were very good and they made very good progress in these skills. The large majority of students confidently related their observations to real-life examples.

| Secondary | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Acceptable | Acceptable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable | Acceptable |
| English | Good | Very good ↑ |
| Mathematics | Very good ↑ | Very good ↑ |
| Science | Very good ↑ | Very good ↑ |

- In Islamic Education, students had acceptable Qur'an recitation skills, particularly in short Surahs. They had an expected knowledge of major Islamic practices such as Sohoor and Siyam Ramadan. In addition, they showed an acceptable understanding of Islamic principles. Most students attained at an expected level and had sustained acceptable progress over time. As the level of challenge in the school's internal assessments was too low, students' attainment and progress had not changed much over time and therefore, remained acceptable.
- In Arabic as an additional language, most students' speaking skills were limited to using familiar words as they answered teachers' questions. Students' listening for understanding skills were acceptable. They understood their teachers' instructions in Arabic. Most students' reading skills were developing slowly. When writing, they could construct short but complete sentences using familiar words such as the names of different sports. Most students made acceptable progress in relation to lesson objectives and over time. Their attainment and progress were no better than acceptable because the internal tests were set at too low a level.
- In English, students' attainment was well above that expected in both internal tests and when set against international comparisons. The level of attainment had steadily risen over time and they made very good progress. Their speaking and listening skills were particularly well developed. They were skilled debaters and understood nuanced arguments. They read widely and fluently. Most of their writing reflected this and showed good progress in extended writing and critical thinking skills.
- In mathematics, the attainment of the large majority of students was above expected curriculum levels. Students could solve problems, and present and interpret results accurately. They could explain their work and reason using mathematical concepts. Grade 10 students applied their learning well to problems involving angles of elevation and depression in a range of real-life situations, such as the buildings in Dubai. All groups of students, including those with particular needs, made very good progress.
- In science, the large majority of students attained above expected curriculum levels. Students could solve problems, discuss and interpret results of practical work accurately. They could discuss and give reasons for their observations. Their knowledge, skills and understanding, especially in practical aspects were very good. For example, Grade 10 students carried out practical work to detect cations (positive ions) in unknown solutions. All groups of students made very good progress.

| | Primary | Middle | Secondary |
|-----------------|---------|--------|-------------|
| Learning skills | Good ↑ | Good | Very good ↑ |

- Students were keen to learn and, in the primary and middle phases, they were happy to take charge of their learning when opportunities arose. They knew what they could do well and how to get better in their work. In the secondary phase, students had a very good idea of how well they were doing and took actions to improve further.
- Secondary school students worked successfully together, gaining much from their discussions. They improved their understanding through sharing information and challenging one another. Primary and middle school students could speak confidently about their learning. For example, in social studies lessons, students used individual research and analysis of data when they discussed the population of the UAE. However, in Islamic education and Arabic as an additional language lessons, students often worked as individuals and did not discuss their work to any great depth.
- Linking learning to the world beyond school was a strong feature in most subjects. For example, Grade 6 mathematics students could analyse building designs when considering surface area. Secondary students, in particular, made meaningful connections with other curriculum areas.
- In most lessons, students approached problems in interesting ways. However, there was a lack of use of information technology to extend them further. Students methodically used their skills of enquiry and research to explore problems. Problem-solving was a feature of students' work in many lessons and critical thinking skills were developing most strongly in the secondary phase.

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

| | Primary | Middle | Secondary |
|----------------------|---------|--------|-----------|
| Personal development | Good | Good | Good |

- Almost all students wanted to do well and took a responsible attitude to their work. Often they were confident when taking the next steps in their learning. They responded well to their teachers' comments on how to improve their work. Secondary students showed more initiative than younger ones. The older students gave good guidance to younger ones to help them improve.
- All the students behaved well and there was very little bullying. Students respected one another, adults and school property. Older students took on school leadership roles and carried them out diligently.
- Students enjoyed good relationships with one another and with their teachers. They were ready to help others and listened carefully to different points of view. Supportive discussions in pairs, and small groups, were features of many lessons.
- Students followed healthy lifestyles. They chose to eat mostly healthy food and drank water regularly throughout the day. They took an active part in physical education lessons, yoga and in team sports.
- School attendance was good at 97 per cent. All students arrived at school on time and were punctual to their lessons.



| | Primary | Middle | Secondary |
|---|---------|--------|-----------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good |

- Students talked in depth about the two main Islamic Eid festivals which Muslims celebrate following Ramadan and Hajj. Older ones could explain the apparent differences between modern lifestyles in Dubai, the range of cultures present in the Emirate and the determination to preserve Emirati ways of life.
- Students in the different phases of the school explained the main features of the UAE culture and heritage. They knew the National Agenda for Dubai and the drive to improve education by 2021. They were aware of distinctive UAE sports and foods and took part in the UAE National Day celebrations.
- Students talked in depth about their own culture and explained the main, and sometimes problematic, features of their heritage. However, students' awareness of other cultures around the world was a weaker aspect and often stereotypical.

| | Primary | Middle | Secondary |
|---|---------|--------|-----------|
| Social responsibility and innovation skills | Good | Good | Good |

- Almost all students showed a good understanding of their roles in the school community. For instance, they took up key roles in the house system and set good examples. The majority of students volunteered to raise funds for charities. A few older students acted as very good ambassadors for their school by taking part in national and international competitions.
- All the students had a drive to improve the quality of what they did by applying themselves to their work. Older students took on responsible roles in managing movement around the school. Mostly, they followed the school lead, but increasingly, older students felt that the school was open to their creative suggestions. They ran cake bakes and other fund-raising activities, and collected the takings for charitable causes.
- Students had a good, general awareness of world environment issues such as global warming. Social studies lessons helped in this respect. Students took part in environmental science projects to improve their school environment and were aware of how to sustain a good environment.

3. Teaching and assessment

| | Primary | Middle | Secondary |
|---------------------------------|--|--------|---|
| Teaching for effective learning | Good  | Good | Very good  |

- Most teachers had a good subject knowledge which gave them the confidence to explain the topics in different ways so that their students could understand fully and quickly. A good example of this was in an information technology lesson with younger students who grasped how to control a mouse by first practicing the movements with their arms.




- Lesson plans were detailed and showed the next steps in learning. They included separate tasks for three different levels of ability so that tasks were mostly matched to the students' individual needs. Teachers made good use of learning resources especially in the primary phase. This continued into the middle school where, students used simple materials to explore how to work out the area of a circle. Students had almost no access to information technology in lessons.
- Teachers used a variety of questioning skills to find out how well students were learning and then altered their teaching approaches. This was especially effective when teachers worked with different groups of students either to accelerate students' progress or to enable them to think in different ways. Open-ended questions promoted older students' higher level thinking.
- Teachers set challenging targets at different levels and encouraged students to assess their work and make comparisons with real life. Lessons engaged students through reviews of prior learning and consolidation at the end of each lesson. Teachers set aside time for reflection and dialogue in small and larger group settings. However, teaching in Arabic lacked some of these good features.
- Problem-solving skills were particularly strong in mathematics and to a large extent in science. Older students learned to develop critical thinking in their English writing. Independent learning skills were encouraged across subjects in the secondary phase although this was not a feature of Islamic education and Arabic lessons.
- Teaching Arabic across the school was acceptable. Teachers had secure subject knowledge but most lacked the correct strategies to teach the different groups of students. Lesson planning lacked challenge and teachers did not effectively support all students. Questioning was closed and direct. Teachers used different resources to support learning in their lessons. However, they rarely developed students' critical thinking and research skills.

| | Primary | Middle | Secondary |
|------------|---------|--------|-----------|
| Assessment | Good ↑ | Good ↑ | Good ↑ |

- The school's effective assessment policy gave clear guidance to staff on internal assessment processes. This brought consistency to teachers' practice and validity to their findings. By following this guidance, staff made accurate measures of students' progress within each grade. The findings contributed to an accurate picture of students' progress over time. The assessment processes in mathematics were particularly well developed.
- Using assessment data, the school had set increasingly challenging targets for students in English, mathematics and science against international standards. This had brought about sustained improvements in attainment over time. In Islamic education and Arabic as an additional language, the school internal tests were not challenging enough to support such improvement.
- The assessment team analysed the results of internal and external tests and used the analysis to set clear targets. They oversaw students' progress at all levels, suggested intervention and supervised improvement and support. The analysis was weaker in Islamic education and Arabic as an additional language because it was not as securely based.
- Most teachers made good use of assessment data in several ways. They used it to set work at different levels and identify targets for students. Students were helped to reach their targets by changes to the curriculum and teaching methods, which included a greater amount of practical work.

- Teachers used assessment information systematically to evaluate students' strengths and weaknesses. This helped them provide students with more specific support and guidance, particularly when supporting students with special educational needs. The school had made a start on encouraging students' self-assessment. This was in its early stages in the primary phase and better developed in the secondary phase.

4. Curriculum

| | Primary | Middle | Secondary |
|--------------------------------------|--|--|--|
| Curriculum design and implementation | Good  | Good  | Good  |

- The school delivered a broad, age-appropriate curriculum, which met ICSE board and national requirements in terms of knowledge and skills in all key subjects. Time for subjects was allocated well to give balance to students' learning. The curriculum of Arabic and Islamic education was acceptable.
- The school had a well-planned curriculum. It had improved the transition arrangements between phases so that both students and staff could be better prepared. Older students were well prepared for choices when they left school.
- There was a wide choice of subjects across all phases to add breadth and interest to the curriculum. For example, yoga was offered to younger students, and older students had a good range of options taking into account the class sizes in the secondary phase. These options supported their post-school career choices well.
- The curriculum featured some cross-curricular themes which encouraged students to practice their skills in different subjects. For instance, graphical skills taught in mathematics were used for recording practical work in science. Opportunities to develop problem-solving skills were increasing in a growing number of subjects.
- Staff were involved in regular reviews to update the curriculum. This process was informed by the results of students' assessments. Staff then made changes to the curriculum to promote learning. Examples of this were the changes made at the beginnings and ends of phases to improve transition between them.

| | Primary | Middle | Secondary |
|-----------------------|--|--|--|
| Curriculum adaptation | Good  | Good  | Good  |




- In most of the core subjects, teachers had modified the curriculum well over time to meet the needs of all students. The changes allowed good access for students with special educational needs and were providing more challenge to higher attaining students in the primary phase. However, similar changes had not yet been made in Islamic education and Arabic as an additional language.
- There was a good number of opportunities for students to develop creativity and social responsibility within the main curriculum and in extra-curricular activities. Secondary students wrote magazine articles. Older students developed community maps and school designs. Charity drives and involvement in competitions were examples of students' community involvement.

- Opportunities for students to develop a good understanding of UAE values, culture and society, were threaded through the curriculum. These were included in daily assemblies, cross-curricular links in lessons and the celebration of national events.

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

| | Primary | Middle | Secondary |
|---|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding | Outstanding | Outstanding |

- Rigorous policies were in place and were part of daily practice to safeguard students and protect their well-being. All staff, students and parents understood the rules and how to seek help if needed. Well-researched and written risk assessments safeguarded students on campus and on field trips.
- Bus transport, parent car drop-off zones, canteen services, cleanliness, medical arrangements and the guarding of facilities all contributed to a safe and secure environment. Students were exceptionally well supervised at all times. The school had a friendly atmosphere.
- Buildings and equipment were maintained in excellent condition. The school kept detailed and secure records on the inventory. If incidents occurred, records were carefully kept and steps were taken to rectify and improve matters.
- The campus provided facilities which were accessible and well suited to the learning needs of most students but not for those with physical disabilities. A good feature to promote science investigations in the primary phase was the use of “mobile laboratories”.
- The school placed a high priority on the importance of healthy living. Staff promoted aspects of healthy living through assemblies, class discussions, corridor displays and an active physical education programme. Extra sun shading enabled students to mingle and exercise safely outdoors throughout the year.

| | Primary | Middle | Secondary |
|------------------|--|--|--|
| Care and support | Good  | Good  | Good  |

- The positive relationships between staff and students supported the development of an effective learning environment. The school code of conduct was displayed in all areas of the school to reinforce high standards of behaviour. For example, the traffic light system for behaviour management provided a visual reminder of the school’s expectations of all students in class and around the school.
- The effective whole-school approach to being on time used a combination of class teachers and older students to encourage and promote punctuality and attendance. This has had a positive impact on the reduction of lateness as well as an increase in student attendance throughout the year.
- There were well-developed assessment systems to identify the individual learning needs of all students. They ensured that students with special educational needs and those with gifts or talents were given appropriate learning opportunities. Comprehensive records for individual students had been developed by the special educational needs team and were regularly updated with the progress achieved.

- There was good quality provision for students with special educational needs. The referral system made for a timely response to concerns raised by teachers or parents over individual students' progress. The comprehensive process for identifying gifted and talented students included teachers, parents and students. External links had been established to provide progression and challenge for talented students.
- Students' academic and personal development was regularly reviewed and action was taken where necessary to intervene and provide additional support. Older students had the opportunity to attend regular career guidance sessions with external organisations. Students' individual records required further development to combine academic, personal and career aspirations to support their next steps in education.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good ↑

- The effective deployment of recently appointed well-qualified, specialist teaching staff provided good quality support to a greater number of students with special educational needs. For example, the school introduced an initiative to improve standards in the core subjects called the 'push-in' programme to provide in class support for students with special educational needs.
- Members of the special educational needs team were fully involved in the identification of students' specific needs on admission. A wide range of diagnostic assessment tests and focused observations of prospective students were used to determine learning needs and develop individual education plans.
- Parents were well supported by the team to improve their understanding and were given ideas of how they could help at home. For example, sessions such as the 'home reading programme' had been offered to designated parents to support their child's learning further.
- The interventions and additional support ensured that most students were fully engaged, focused on the lesson tasks and had a clear understanding of what was required of them. The slower progress of a few students with special educational needs in weaker lessons was due to the lack of precise, measurable learning outcomes.

6. Leadership and management


The effectiveness of leadership

Good

- The Principal and senior leaders built on the school's existing strengths and focused the school's energies on accelerating improvement. They worked well together and ensured that staff understood the vision for improvement. This included an informed view of the National Agenda and practical ways in which it could work.
- Senior leaders had developed the curriculum further and understood what constituted good teaching. Through well targeted training and higher expectations they had sharply focused the school's efforts on this to good effect, especially in the primary phase.
- Staff relationships were respectful and business-like. Team work was good. There was a clear unity of purpose. In this inclusive school, the special educational needs staff were one example from many of effective teamwork. They had extended the range of work and included more students in their care.

- The impact of all leaders' work showed the school's capacity for improvement. The leaders had increased students' achievements in the core subjects except for Islamic education and Arabic as an additional language. They had improved the curriculum and raised the quality of teaching.
- Leaders had secured improvement across a range of important aspects of the school. They had done this by communicating high expectations, and focusing school energies where they were most needed. They ensured compliance with KHDA requirements.

School self-evaluation and improvement planning

Good 

- Self-evaluation processes were rigorous and gave the school and its governor's regular and accurate information about school performance. School leaders used this information well to set the right priorities for further improvement.
- The information on teaching quality had led to continuing improvement. It had focused staff training and set accurate improvement targets for teachers such as questioning and lesson planning. However, lesson observations did not link teaching quality judgements to students' progress. The judgement on the quality of Arabic teaching was not accurate.
- The school improvement plan's correct priorities were based on self-evaluation and the last inspection report's recommendations. All staff were involved and senior staff and the governors monitored it regularly. The plan's good features included tasks and timescales but it did not link the improvements clearly enough to their effect on students' progress.
- The school had carefully followed the last report's recommendations and secured good improvement over time. For instance, over the last three years, attainment had improved in English, mathematics and science. However, the need to improve attainment and progress in Arabic as an additional language remained.

Partnerships with parents and the community

Good

- The parent support group, drawn from parents of children across the school, was organised well and regularly informed the school of parents' views. The school listened closely and drew on surveys and meetings to inform its priorities.
- Parents were very satisfied with the information they got from the school about their children's progress and how they could help at home. This was discussed at meetings with parents and at the student-led interviews where the child's views were aired. There was close involvement with parents of children with special educational needs to support their progress and development at home and school.
- Regular school reports on the details of students' achievement helped parents understand how their children were progressing academically and personally. The reports also gave them a guide as to how they could support their children at home.
- There was a growing range of links with the locality, the region and beyond. Students achieved success in national and international competitions such as the Emirates Environment Cup and the World Scholars' Cup. Students also took part in local and international charity fund raising, such as that to support Nepalese earthquake victims.

Governance

Good ↑

- Governance had representatives from a wide range of stakeholders, including parents. The board members had monthly meetings and saw things at first hand on frequent visits. They took close account of parents' and teaching staff's views. These helped them set the school's strategic direction which included the National Agenda.
- At their regular meetings, amongst other things, governors received detailed reports from senior leaders about progress on the improvement plan and student achievement. This gave them an up-to-date picture of school developments as well as indicated to them how well additional resources were being used.
- Governors were also involved in school self-evaluation but did not always ask challenging questions about how the school had arrived at the judgements. Governors worked very closely with senior leaders to further school aims. To help reach school targets, governors made additional resources available. Examples of this included extra funding for student assessment and for employing subject specialist teachers.




Management, staffing, facilities and resources

Good ↑

- There were sufficient, qualified teaching staff to teach the numbers of students and the curriculum. New staff, such as subject specialists, had been carefully selected and inducted to add to the school's capacity. Professional development was closely linked to areas of improvement identified either through lesson observations or by staff themselves.
- The school ran smoothly because of a clear timetable, well-established routines, vigilant staff, responsible older students and polite student body which was proud of its school.
- The school made the best use of its premises. There was enough space for class teaching and specialist facilities to enable the curriculum to be taught well. Students went to offsite locations for some physical education lessons which the school could not provide on-site.
- There was a good range of resources generally to support students' learning in all subjects except information technology. Teachers made good use of laptops and smart boards but students did not have everyday access to modern technology. The school had just started the pilot use of tablets with students with special educational needs. There were too few library resources to promote Arabic and Islamic Education well.

The views of the parents, teachers and 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 | |
| Parents*  | 2015-2016 | 370 |
| | 2014-2015 | 219 |
| Teachers  | 49 | |
| Students  | 53 | |

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

- Most parents were satisfied with the school and the information they received about their children.
- They thought that their children enjoyed school and were satisfied with the progress their children made in English, mathematics and science. They were less certain about their progress in Islamic education and Arabic as an additional language.
- Most thought that their children's personal development was good. Most parents were satisfied with the school's curriculum and the school's resources for learning. They thought that teaching was good and teachers agreed.
- Parents knew more about the school's teaching on community than about the school's teaching the understanding of Islam in Dubai.
- Parents had confidence in the safety arrangements, the school's links with parents and school leadership. They appreciated how the school took account of their views.

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