



## CAPITAL SCHOOL

Curriculum: UK

Overall Rating:

Acceptable



"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



## Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report .....	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion .....	21
6. Leadership and management .....	21
The views of parents, teachers and senior students .....	24



## School information



General information	
Location	Al Qusais
Type of school	Private
Opening year of school	2014
Website	www.capitalschooluae.com
Telephone	0097142988776
Address	44 Baghdad Street Al Qusais Dubai
Principal	William Johnston
Language of instruction	English
Inspection dates	20/02/2017 to 22/2/2017

Teachers / Support staff	
Number of teachers	44
Largest nationality group of teachers	UK
Number of teaching assistants	31
Teacher-student ratio	1:20
Number of guidance counsellors	0
Teacher turnover	16%

Students	
Gender of students	Boys and girls
Age range	4-13
Grades or year groups	FS1-Year 8
Number of students on roll	858
Number of children in pre-kindergarten	110
Number of Emirati students	43
Number of students with SEND	76
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / MOE
External tests and examinations	CAT4; GL; SATs
Accreditation	None
National Agenda benchmark tests	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.

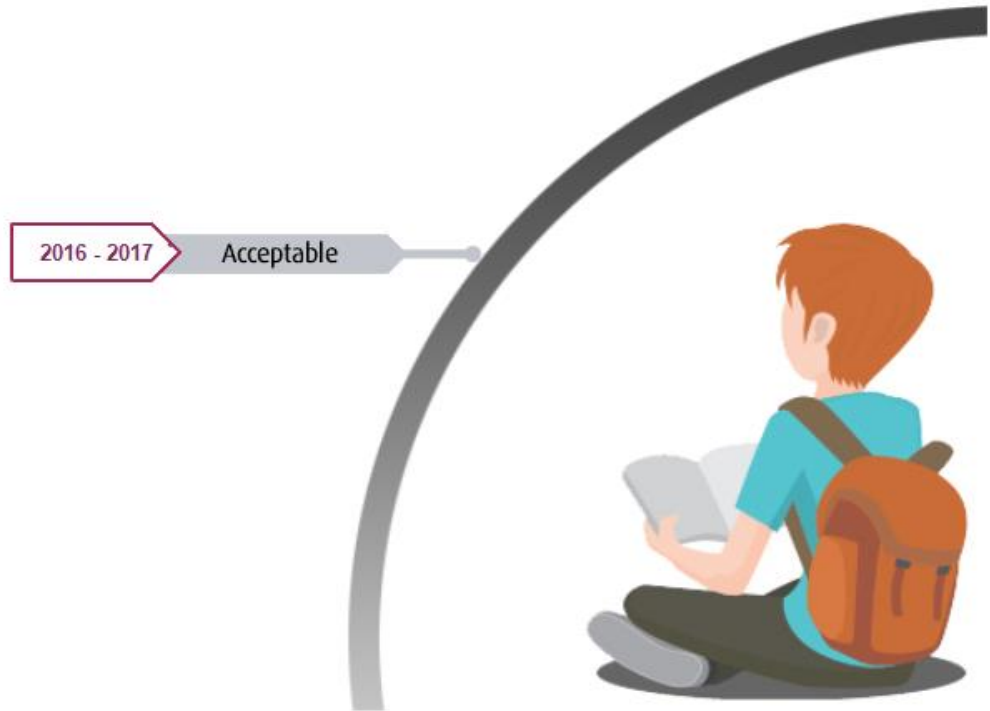
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### 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 CAPITAL SCHOOL.



This is the first inspection of Capital School.

## Summary of inspection findings 2016-2017



**CAPITAL SCHOOL** was inspected by DSIB from 20 to 22 February 2017 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In Arabic as a first language and Islamic education, attainment and progress are acceptable but attainment in Arabic as an additional language in the secondary phase is weak. In English, across all phases, attainment is acceptable and progress is good. In mathematics, attainment is acceptable in the Foundation Stage (FS) and good in primary and secondary. Progress is good across all phases. In science, attainment is acceptable across all phases and progress is acceptable in FS and primary, and good in secondary. Students' learning skills are acceptable across the school.
- Students enjoy being in the school. They have good attitudes towards learning and their behaviour and attendance are also good. Their understanding of Islamic values, their respect for the heritage and culture of the UAE and their appreciation of their own and other world cultures are acceptable. Students' involvement in the community, their work ethic and their care for the environment are also acceptable.
- The quality of teaching is acceptable across the school, with the strongest teaching being observed in English and mathematics. Assessment is also acceptable across both phases. Teachers use a range of appropriate approaches for assessing students' attainment but the accuracy of their internal assessments is not consistent.
- The curriculum design is good across all phases and curriculum adaptation is acceptable across all phases. Teachers' abilities to adapt the curriculum in order to meet the needs of all groups of students are inconsistent.
- The school's provision for the health, safety and security of students is acceptable overall. Improvements need to be made to ensure that all adults, including parents, working in the school have had a security check. The care and support given to students' personal and academic development are good.
- Leadership and management are acceptable. Leaders have an appropriate vision for improvement and work well in partnership with the staff, parents and the local community to enhance the learning experiences of students. The school improvement plan does not include action plans for current projects. An appropriate number of suitably qualified teachers are employed. Resources and facilities support learning.

### What the school does best

- The good personal development of students across the school
- The care, guidance and support provided by the school and the strongly inclusive environment
- The good progress in English and mathematics across the school
- The broad and balanced curriculum that is appropriate to the age of the students

### Recommendations

- In partnership with governance, improve leadership and management by:
  - clarifying leaders' roles, providing training and sufficient time for leaders and teachers to monitor and evaluate learning, teaching, attainment and progress.
  - ensuring school self-evaluation includes analysis that is based on accurate information from within the school.
  - creating school action plans with clear success criteria that focus on immediate short term improvement and which link to strategic planning.
- Ensure internal assessment procedures include moderated summative assessments to provide greater reliability.
- Improve students' attainment and progress in all subjects, especially Islamic education and Arabic as a first and additional language, by:
  - improving the quality of teaching and learning across the school
  - asking questions in ways that make all students think, give extended answers and ask questions themselves
  - providing clearer feedback to students on what to do next in each subject to improve learning
  - involving class teachers closely with the needs of all students, including those with special educational needs and students who are gifted and talented, so that all teachers can plan work directly related to the students and their individual needs.
- Improve students' development of learning skills by creating greater understanding of how EAL students learn best.

## 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:

- Attainment based on the National Agenda Parameter Benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Although the school analyses the results of the National Agenda Parameter assessment there is no comprehensive action plan in place and the results are not shared with students and parents. The data analysis, which includes the CAT 4 results, have been used to identify gaps and necessary changes to the curriculum.
- There is a large proportion of students learning English as an additional language (EAL). The school has not adjusted the curriculum sufficiently to enable these students to understand the TIMSS and PISA questions. Greater emphasis is now placed on phonics, writing and problem-solving.
- Teachers are developing and providing more open ended problem solving activities, although there is a mixed picture in how effectively this is being done. There is an increased use of interventions resulting from the CAT 4 analysis.
- Some students have been set targets that reflect teachers' interpretations of the National Agenda Parameter results. Development of research skills and the promotion of critical thinking skills are still at an early stage and therefore not strong features across the subjects. Students make use of technologies to research but this is not a frequent element of lessons.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

## 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:

- Students have a positive work ethic and are willing to try out new and innovative ideas when they are given the opportunity to do so. Providing time in lessons for this to happen is not a regular feature because critical thinking and problem solving are not part of all lessons. There are developing opportunities in the curriculum for students to be able to generate their own ideas. Leaders understand that, for innovation to develop, critical and innovative thinking and problem solving need to be an integral part of all lessons.

Overall school performance

Acceptable

1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
Mathematics 	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills			
	Foundation Stage	Primary	Secondary
Personal development	Good .	Good .	Good .
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable .	Acceptable .	Acceptable .
Social responsibility and innovation skills	Acceptable .	Acceptable .	Acceptable .
3. Teaching and assessment			
	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable .	Acceptable .	Acceptable .
Assessment	Acceptable .	Acceptable .	Acceptable .
4. Curriculum			
	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good .	Good .	Good .
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .
5. The protection, care, guidance and support of students			
	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Acceptable .	Acceptable .	Acceptable .
Care and support	Good .	Good .	Good .
6. Leadership and management			
The effectiveness of leadership	Acceptable .		
School self-evaluation and improvement planning	Acceptable .		
Parents and the community	Good .		
Governance	Acceptable .		
Management, staffing, facilities and resources	Good .		


# 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	Acceptable	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- Children's attainment against the curriculum standards in English is acceptable. Children start school with very limited English skills but quickly learn to listen to their teachers and follow instructions. In lessons they take part in conversations using an increasing number of words and sentences. They make good progress and, by FS2, children enjoy a range of stories, answer questions about the text and join in with repeated phrases. In their emerging writing, children make up their own sentences and begin to use their knowledge of blending letters to spell words.
- In mathematics, children use their increasing skills in speaking English to learn subject specific vocabulary. In FS1 they sort objects by colour, recognise significant numbers such as their ages, and use numbers in counting games. They make good progress and build on their knowledge. By FS2, children confidently count to twenty and correctly use language about measuring length and height. They find and accurately describe shapes in the classroom and make pictures of them using different materials.
- In science, children are building their knowledge about the world around them. School assessments show they attain in line with curriculum standards. FS1 children have an appropriate vocabulary about their families, themselves, animals and plants. They name fruit and know about healthy eating. In FS2 they have a wider vocabulary base and begin to look at characteristics of creatures, such as dinosaurs. They confidently use a good range of technology toys. Although they begin to learn science skills there are insufficient opportunities for independent investigation, so these skills are not well developed.

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

- In Islamic education, students' understanding of the teachings of Islam is appropriate for their age. This is illustrated in Years 1 and 2 by the students' knowledge of the reasons why we need to love our families and the Five Pillars of Islam. The skills of recitation and memorisation of short Surahs of the Holy Qur'an are good. However, overall most students made acceptable progress in learning in most aspects of the subject.
- In Arabic as a first language, internal assessments show that attainment is above curriculum standards. Class observations and students' work indicate that the listening, speaking and reading skills of students are in line with expectations. However, students are not as confident and fluent as expected when using familiar words and phrases. Writing skills are developing as a result of several opportunities provided for students to participate in extended writing projects. Overall students' progress is acceptable.
- In Arabic as an additional language, internal assessments reveal that attainment is above curriculum standards. In lessons, listening and speaking skills are acceptable, with short responses to familiar topics. Reading is in line with expectations, although students often need assistance in comprehending text. A large majority of students are developing their vocabulary but only a minority are able to use newly-learned words in complete sentences without support. From their various starting points, progress in writing is acceptable, as students start to write short texts on a range of familiar topics.
- Students' attainment in English is in line with curriculum expectations. This is an improvement on last year's internal and external test results. The strongest language skills are speaking and listening. These develop quickly from students' immersion in the English language from an early age. As expected, the skills of reading and writing follow, as spoken language becomes consolidated. By the end of the phase, most students are able to write text of an appropriate length with developing accuracy of spellings and punctuation.
- The majority of students in mathematics attain above the expected level against curriculum standards. Throughout the phase they develop a mathematical competence and readily grasp concepts. However, when compared against students nationally and internationally, their performance is not as strong. Students across the phase progress at a better than expected rate. Although students in Year 4 are competent working with coordinates and Year 6 students are proficient in manipulating and presenting data, not all groups of students make the same level of progress.

- In most year groups, attainment and progress in science are in line with international curriculum standards. Most students learn essential information and gain a wider understanding about how science affects our lives as they pass through the primary phase. A large minority of students are confidently able to discuss their ideas. Investigative and general practical skills are less well developed. As a result, most students, including the more able students, make acceptable progress.

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

- In Islamic education, most students' knowledge is in line with curriculum standards. Students are confident in applying their knowledge to real-life situations. Year 7 students know the etiquettes of setting in a mosque. They make steady progress in learning the main facts and features of the topics covered. However, they do not sufficiently extend their understanding of those topics with appropriate reference to the verses of the Holy Qur'an or Hadeeth. Their recitation skills are developing.
- In Arabic as a first language, although listening skills are at the expected level, the speaking skills of the majority of students do not meet expectations. Students do not speak confidently in a longer conversation. The majority of students find it difficult to read independently with understanding. Internal assessments show that most students attain levels that are above expected curriculum standards. Progress is acceptable overall. Students' writing skills are improving but they make grammatical and spelling errors.
- In Arabic as an additional language, internal assessments show attainment that is above the curriculum standard. Listening skills are limited to repeated words or phrases. Speaking skills are less well developed with few students able to answer questions or engage confidently in a conversation. A majority of students can read a short paragraph but few can understand the content. A minority of students are able to construct short written texts based on familiar contexts. Although progress overall is acceptable compared to starting points, students make less progress in speaking and writing.
- Most students are performing at a level that is in line with UK National Curriculum expectations in English. A large number have not been in the school for the three years it has been open and many start with low levels of English language proficiency. By Year 8, students make good progress from their starting points. They are able to structure their writing into paragraphs, using accurate spellings and a range of punctuation. They are able to access texts at an expected level, accurately extracting information or summarising plot, characterisation and settings.

- In mathematics, a majority of students reach a better than expected level of attainment in the secondary phase. Students have a confident approach to the subject, working smoothly across a range of operations. Year 8 students have a good grasp of algebraic notation, working with accuracy in the four operations. The majority of students make progress at a rate above that expected, successfully gaining and applying new knowledge and skills.
- Attainment in science is in line with international curriculum expectations. The majority of students learn important information and are able to relate it to real-world applications. Practical science activities help promote good progress against curriculum expectations. Students use scientific vocabulary carefully and develop increasing precision and detail in their descriptions and explanations of science ideas as they move from Year 7 to Year 8. Boys and girls make similar rates of progress. More able students do not always make sufficient progress.

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- In all phases students enjoy school. They are motivated and, when given the opportunity, they take responsibility for their own learning. However, they do not consistently check their own work or reflect on how they might improve or develop. FS children are beginning to use small electronic devices to check words they know.
- Students are able to collaborate with each other when given the opportunity. FS children have 'talking partners' and share ideas with them. In the primary section they share resources, support each other and clarify their learning through group or partner work. Older students are less skilled in interacting with each other in lessons as teachers do not plan opportunities for discussion.
- Occasionally, students make connections between areas of learning, but this is not a common feature across the school. Sometimes they apply what they learn in mathematics and science to the world outside school. For example, they carry out traffic surveys and collect data.
- In most lessons, critical thinking and problem solving are not common features of learning. Students can complete basic research when asked by their teachers. They are developing their use of learning technologies but these are not used to support their learning and research skills across subjects. However, in FS children use technology equipment to improve language and coordination.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students exhibit good and positive attitudes toward their own learning. They take responsibility and enjoy learning. Students respond well to feedback from teachers. They develop responsibility and creativity by taking part in the school's programme of extra-curricular activities.

- Almost all students are well behaved in classes, during school events, and when moving around the school. Students respond well to the school's systems to prevent bullying. They know about discussing any concerns with mentors or school council members. Students work cooperatively, respecting each other and their teachers during class activities. They exercise self-control and follow school rules.
- Student-staff relationships are friendly and respectful across all phases. It is evident that students feel valued and supported and this, in turn, leads to effective relationships among all students. They are responsive to the needs of others, including those with special educational needs, and extend help when required.
- Students have a secure understanding of how to make healthy choices and they apply this knowledge to their lifestyles. Most of the students are active, willing to participate in physical education classes and other sports activities.
- A few students arrive late to their lessons throughout the day. Although the overall attendance is good, some students do not attend regularly and this is having a detrimental effect on their learning.

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

- Students demonstrate a basic understanding of the importance of Islam in modern society in Dubai and they appreciate Islamic tradition. They are able to talk about mosques and fasting, and discuss some Islamic values.
- Students exhibit positive attitudes towards the heritage and local traditions of the UAE and can explain their relevance to people in Dubai. They can describe some of the main sporting activities which are traditionally enjoyed in Dubai, and some other key features of the UAE culture and heritage.
- Students have some understanding and awareness of their own culture but their understanding of the cultures of other countries is under-developed.

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

- Students demonstrate a sense of community and environmental responsibility. Students across all phases actively support and collect donations for charity, for example, from school fairs. Some students participate in activities such as 'save electricity' and 'do not waste water'. However, these opportunities are not provided to all students.
- Students are proud to be part of the school. They demonstrate a positive work ethic on site. They are beginning to develop creativity and entrepreneurship skills. However, opportunities are not frequent enough to enable involvement of all students.

- Students take care of their school environment and gain understanding by growing and looking after their own plants. However, students do not demonstrate sufficient awareness and understanding of local and global environmental issues, and how they can contribute to sustainability and conservation.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teachers have a secure subject knowledge and understand how students learn. FS teachers plan play based activities, some of which are exciting for young children. In other phases, teachers explain procedures clearly in mathematics or language concepts in Arabic and English. Sometimes teachers are less clear about the progression of science ideas and scientific enquiry.
- Teachers' lesson plans are well structured but the purpose of the activities is not always clear. The quality of assessment of students' progress is variable. Classrooms and corridors are attractive learning environments where students' work is displayed and celebrated. Teachers mostly use resources effectively and make many themselves to match the individual needs of students.
- The positive interactions between students and teachers promote a willingness to learn. Teachers recognise the importance of students' English skills and provide opportunities to develop language, although they do not always allow time for group discussions. The quality of teachers' questions varies and students are not always challenged. Activities are not often targeted well to individuals, except in English lessons.
- Teachers recognise the different groups within their classes and generally adapt their teaching to meet the needs of the students. The support for students is not always effective because they are insufficiently challenged. Other adults present in lessons are not always used sufficiently to help sustain good rates of progress.
- The activities planned by teachers have the potential to promote critical thinking and problem solving but these skills are not features of most lessons. In mathematics, primary students consider and discuss a plan for a theme park. However, students do not always carry out their own science investigations and therefore challenges to students' thinking are limited.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- There are regular teacher assessments across all years. Assessment results are moderated and the data gained provide a basis for tracking students' progress. Assessments are closely aligned to the curriculum. There are currently no rigorous summative assessments across the end of years. The school uses Standard Assessment Tests (UK) from previous years to assess attainment in Years 2 and 6.

- Appropriate benchmarking is in place, allowing the school to compare the academic outcomes of students with those of students internationally. This process does not apply to Arabic and Islamic education. The school uses a Cognitive Abilities Test to establish students' ability to manipulate different types of material, the results of which support their learning.
- The analysis of data is comprehensive, providing information which is used to monitor how well individual students are progressing. The system currently covers English, mathematics and science, but does not provide for Islamic education and Arabic. The system is new this academic year and is therefore still developing as an effective approach to monitoring progress for all groups of students.
- Adequate use is made of information. Teachers have access to most of the data, which has a positive influence on their lesson planning. Senior managers have an overview of student progress, being able to identify where particular problems or gaps appear. Through the use of the data, teachers are able to meet the learning needs of the majority of students.
- Teachers know their students despite the high movement in and out of the school. They know their strengths and weaknesses. Oral and written feedback is a regular feature of teaching. In some instances teachers identify next steps in learning, so students to know how to improve. Self and peer assessment are features in some of lessons, aiding understanding.

#### 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The school follows the UK Early Years Foundation Stage (EYFS) curriculum and the revised National Curriculum in primary and secondary for most subjects. Arabic and Islamic education follow the Ministry of Education (MoE) curriculum. It is inconsistent in terms of providing sufficient opportunities for developing independent learning, research and critical thinking skills.
- The school's curriculum provides continuity within phases, building firmly on prior learning. Further strategies are in place to ease transition from FS to primary. In Year 1, students initially continue their learning with a similar approach to that of FS. They are introduced gradually to the greater emphasis on discrete subject teaching that is a feature of the primary phase.
- Curriculum choices are available, to some extent, to children in FS. Children have opportunities to choose activities as part of their learning. As yet, these opportunities are not available to students in primary and secondary. However, there have been small beginnings in some lessons, when students, with teachers' guidance, can determine the level of challenge that they wish to undertake.

Cross-curricular links are evident in FS and through project learning in the primary phase. Links in the primary phase are also being made between the teaching of specialist subjects with that of the class teachers. Some secondary teachers successfully build on and consolidate prior learning in other curriculum areas. The school is mapping how different subjects are combined.

- The curriculum undergoes a full review annually. This has resulted in FS and the UK National Curriculum being revised in line with the new content that is now required. Further adaptations are being made to include a greater emphasis on developing students' critical thinking skills, although this is at an early stage.
- The school is integrating UAE social studies in the FS and primary curricula through project learning. In secondary it is taught discretely although links are being made with humanities and English. In all phases, a number of educational visits enhance learning in the classrooms. These have included a visit to the Arabian Wildlife Centre as part of the primary students' studies on environments.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curricular plans are adequately adapted to meet the needs of most groups of students. Not enough account is taken of students' attainment levels in curricular planning for Arabic B and Islamic education. There are opportunities for students to excel through extra-curricular activities and in English and mathematics. Challenge for higher attaining students is not a feature of all curriculum plans.
- Students benefit from a wide range of extra-curricular activities, which makes a significant contribution to their academic and personal development. Links with the community in Arabic enhance speaking and reading skills. Themed weeks, such as science week, foster enjoyment and open up opportunities for collaboration and different ways of learning. Opportunities for innovation, enterprise and creativity are developing.
- Programmes that develop students' knowledge, understanding and appreciation of UAE heritage are integrated into the overall curriculum plan. However links are not always implemented, particularly in English. Celebrations and special events further enhance students' experiences. Only limited use is made of visits to mosques, museums and cultural centres. As a result, students have an acceptable knowledge of UAE culture and society.

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

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

- Child protection issues and responsibilities are outlined to all staff when they join the school. Most staff know how to report concerns about the safety of students because they understand the school policy. Leaders do not check rigorously enough whether or not staff require additional training to ensure a clearer understanding of these issues.

- The school health and safety policy is understood by all staff. As a result, staff carry out risk assessments, as necessary, for classroom activities or curriculum trips and visits. The checks required to ensure that the school maintains high standards of health and safety are not wide-ranging enough. As a result, actions taken by the school are not always undertaken promptly enough.
- Buildings and school equipment are maintained mostly in good repair. Records of incidents, checks on children's health, fire drills and safety equipment all contribute to a safe environment. Staff know safety procedures but these are not always implemented consistently.
- The premises, equipment and resources are developed to meet the needs of the school as it expands. Sports facilities are, with the current size of the school, generous and used increasingly well. The school has a lift to help students with physical disabilities or injuries to move around.
- The majority of students choose healthy food options and enjoy the sports and other physical activities that the school provides. Students bring healthy food from home.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- There is an atmosphere of mutual respect and trust between students and teachers. Teachers are aware of the needs of their students, who feel well cared for and say they enjoy school. The caring ethos in FS enables children to feel safe and develop confidence as learners. Teachers use supportive behaviour management strategies that have a positive impact on students' behaviour and learning.
- Procedures for promoting attendance, including prompt follow-up of unauthorised absence, are effective in ensuring good attendance. Punctuality is monitored carefully and almost all students arrive promptly at the start of the day and for lessons.
- The school is successful in identifying FS children with additional needs on entry. This enables the school to provide interventions and support quickly. Procedures for referral and identification of specific needs are also in place in primary and secondary. Information is not always used well enough to formulate specific targets and intervention programmes. Identification of students with gifts and talents is developing well.
- The school provides appropriate support for students with specific needs. In withdrawal classes the quality of support is consistently good as teaching and learning are personalised. The school is taking effective steps in English and mathematics to meet the needs of students who are gifted and talented. Challenge and support in other subjects are limited.
- Staff show a genuine interest in students' wellbeing and personal development. They are responsive if students have any concerns. The school makes good provision to ease the transition between phases. Academic guidance to set aspirational targets and accelerate progress is not fully embedded in the practice of all teachers.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable

- Leaders show a strong commitment to promoting a fully inclusive school where students with special educational needs and disabilities (SEND) play a full part in school life. The newly appointed coordinator has a clear view of what needs to be done to improve the provision and has developed effective policies and procedures in a short time. However, rigorous self-evaluation and monitoring are not fully in place.
- The school uses teacher observation and assessment on entry to FS to identify children with development delay and additional needs. This enables teachers to provide early intervention programmes. When students join in later years, those with additional needs are promptly identified through the school's effective referral system, though targets for students in secondary are not precise enough.
- In withdrawal groups teachers ensure that tasks and support are well matched to students' learning needs. Consequently, students make consistently good progress. Students benefit from additional support in lessons from learning support assistants. A minority of learning support assistants lack the skills required to challenge and support students effectively.
- The school's partnership with parents is developing. Parents are informed of their children's progress through whole school reporting regarding attainment and progress. Regular reporting of progress towards meeting targets set in IEPs are not in place for most students. Parents expressed the view that they would like to be more involved and would welcome more guidance on how to help with their children's learning at home.
- Assessment procedures to track students' progress against individual targets are developing well. This provides a reasonably accurate and reliable measure of progress. Most students make good progress in English and mathematics in withdrawal classes and when they receive additional support in lessons. Progress in other lessons is too variable.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- This is a new school that is in its third year. In that time the school has established a vision and direction that is supported by all staff and includes a commitment to inclusion and making provision for students with SEND. The hard work of staff and leaders to share and exemplify the vision demonstrates a commitment to the UAE priorities.
- Most leaders have an understanding of the curriculum but are relatively new to their position. They have therefore not had sufficient time to ensure that best practices in teaching, learning and assessment are consistently applied in all subject areas. Leaders are effective in establishing a

positive learning environment with some evidence of improving achievement in English and mathematics.

- Relationships and communication are professional and school leaders are supportive of each other. Roles and responsibilities are being devolved and are clear but, for some leaders, too much is expected in the available time that they are given to fulfil their responsibilities.
- Leaders plan and lead school development and understand that there remain many challenges ahead. They are searching for ways to adapt and extend their professional skills and overcome barriers in order to ensure that the school improves. Given appropriate training and the time, they have sufficient capacity for further improvements.
- There is evidence of success in some aspects of the school as a result of improvements made by the leadership and the strong commitment to moving the school forward. The recruitment of good quality teachers has been, and continues to be, a key priority. Leaders ensure that the school is compliant with all statutory and regulatory requirements.

#### School self-evaluation and improvement planning

Acceptable

- Self-evaluation arrangements are in place and information is gathered from a range of sources. It is analysed and provides a workable base for staff to review the evidence but the conclusions are not always sufficiently accurate to identify key priorities for the future.
- The school takes steps to find out what parents and students consider to be strengths or areas for improvement and engages them in consultation. Monitoring of teaching and learning takes place regularly but has not been effective enough to raise attainment and progress in all subjects. Progress towards meeting targets is not clearly defined.
- The school improvement plan contains appropriate actions for management of the many changes since opening but most of the goals and targets are not relevant for the current school priorities. It is not clear from the plan, what are the immediate priorities for improvement for the school.
- The school manages change competently. Most staff are actively involved and committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results for the next steps but these are not shown clearly in action plans. This is slowing the progress that is being made over time.

#### Partnerships with parents and the community

Good

- Parents expressed support for the school and are pleased with what it has to offer. There are regular opportunities for parents to be actively involved in the life of the school. Input on matters relating to their children's learning are available through a range of informative events. There is a parents' association with parents representing different classes and opportunities for coffee morning sessions.
- The school uses a range of methods to communicate with parents. There are three consultation sessions each year. The curriculum newsletter is sent out termly to inform parents about what is happening in classes. Weekly e-mails to all parents outline work that is covered and the support that parents can provide for their children.

- Written reports, detailing students' test marks and comments on progress are issued twice a year. These also provide information on students' behaviour and attitudes. Comments reflect a good knowledge of each child's strengths as well as areas for improvement.
- The school is developing effective links with a school in the UK to support assessment procedures and work in the secondary phase. With good support from parents, it takes part in charity events across the UAE and internationally. Links with the local community are developing.

#### Governance

Acceptable

- The governing board, which includes representatives from the school community, parents and the owner, meets regularly. There are systems to seek the views of stakeholders especially parents as part of assessing and making decisions about the provision for students.
- The governing board monitors the work of the school and holds the leaders to account for its performance. The processes of accountability are at an early stage of development as governors gain greater understanding of their roles and responsibilities within the school. Governors are bringing some expertise and knowledge to the group which helps them review aspects of the school's performance.
- Governors support leaders in ensuring that the school meets its commitment to parents. They ensure that statutory requirements are met and are beginning to be influential in shaping the school's further developments.

#### Management, staffing, facilities and resources




Good

- Most school routines and procedures are efficient. School systems are mainly well established and increasingly effective in helping teachers organise their lessons, extra-curricular activities and aid the movement of students during the day.
- Most staff are well qualified for the subjects they teach. They are knowledgeable about curriculum requirements and benefit from both formal training and collaborative working to help them promote the achievement of students.
- The premises are spacious and are benefiting from gradual, but not always timely, improvement. The technology and sports facilities make an increasingly useful contribution to the school curriculum.
- The school is equipped with a useful range of up-to-date resources, including computers, textbooks and equipment for practical activities in subjects such as science. The library is well-stocked but there are insufficient resources to support the Arabic and Islamic education curricula. The use of these resources is inconsistent and, therefore, has a variable impact on promoting learning across the school.

## 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	406
	2015-2016	6
 <b>Teachers</b>	42	
 <b>Students</b>	26	

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

- Of the parents who responded to the survey, all are satisfied with the quality of education. They believe that their children learn well because of good teaching. They think that students are well behaved and respectful to staff and that bullying is rare.
- All parents agree that their children enjoy school and that there is a high degree of importance placed on children's well-being and learning.
- Comments made by parents are very positive about almost all aspects of school life except in some Arabic lessons where children do not appear to learn as well as in other subjects.
- A minority of parents do not believe that their children's special educational needs have been accurately diagnosed and they do not feel fully informed about their progress.
- Teachers who replied to the survey enjoy working at the school and almost all think that there is trust among staff. Most staff believe that their performance development training has helped improve their teaching.

## 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)