"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

DUBAI Knowledge المعرفة

INSPECTION REPORT

2017-2018

Sunmarke School

Celebrating 10 years of inspections

SUNMARKE SCHOOL

UK CURRICULUM

Contents

School information

General information

Location	Al Khail
Type of school	Private
Opening year of school	2016
Website	www.sunmarkedubai.com
Telephone	04 423 8900
Address	P.O 24857, Jumeirah Village Triangle, - Dubai
Principal	Keith Miller
Principal - Date appointed	01/9/2016
Language of instruction	English
Inspection dates	19 to 22 February 2018

Teachers / Support staff

Number of teachers	110
Largest nationality group of teachers	British
Number of teaching assistants	9
Teacher-student ratio	1:9
Number of guidance counsellors	2
Teacher turnover	18%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1037
Number of children in pre-kindergarten	0
Number of Emirati students	3
Number of students with SEND	43
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	Edexcel, Cambridge International, AQA
Accreditation	BSO
National Agenda benchmark tests	GL, CAT4

School Journey for Sunmarke

Outstanding   Very Good   Good   Acceptable   Weak   Very Weak

2016-2017   2017-2018

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.

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

Summary of inspection findings 2017-2018

Sunmarke School was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is good. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders have a good understanding of best educational practices. Their knowledge and ability to develop the school's priorities have resulted in improvements in many areas. The school is highly successful in engaging parents as partners in their children's learning. The governing board is supportive and challenging. It seeks the views of all stakeholders regularly. However it has not been proactive in investigating and acting on the views of some teaching staff. The quality of staffing, accommodation and resources support very high levels of learning.

Students' achievement

Very good provision in the Early Years Foundation Stage (EYFS) leads to children making very good progress. Across the other phases, strong and secure learning skills result in students' attainment in almost all subjects being good. Students' progress is accelerating in English, mathematics and science across almost all phases. Consistent improvements in students' outcomes in Islamic education and Arabic have not been secured.

Students' personal and social development, and their innovation skills

Students, in all phases demonstrate very good personal and social development. They have a clear understanding and appreciation of the heritage and the culture that influence their everyday lives in the UAE. They are innovatively involved in the life of the school and demonstrate a secure commitment to the local and wider communities, and to environmental causes.

Teaching and assessment

Foundation Stage teachers show a very strong understanding of how young children learn. Teaching in other phases is well-developed and, along with students' strong learning skills, results in good or better progress in most curriculum areas. Assessment systems are detailed and produce mainly accurate data on students. In the best lessons, teachers use assessment information effectively to adjust planning and teaching so that learning is successful.

Curriculum

The Foundation Stage curriculum is very strong, creating rich learning opportunities through play and supporting children's exploration. In the other phases, the curriculum is broad and balanced developing seamlessly from phase to phase. The school offers an extensive range of extra-curricular activities and electives.

The protection, care, guidance and support of students

The school prioritises students' health and safeguarding very well. A wide range of effective and rigorous safeguarding policies and procedures are in place. There are robust arrangements for site security, understood and applied by all staff. Students' courteous and responsible behaviour enables everyone to feel secure and well-protected. Attendance is well managed.

What the school does best

- The inclusive ethos and leaders' successful drive, commitment and focus on raising students' achievement

- The positive and nurturing early year's environment, which is resulting in children reaching high levels of achievement

- Students' very good personal and social development

- The very good curriculum design, implementation and adaptation, including the very wide range of extra-curricular activities and electives

- The school's rigorous and successful arrangements for ensuring health and safety and the very effective care and support for students.

Key recommendations

- Improve the rate of progress for students in Islamic education and Arabic by ensuring teachers;
    - o raise their expectations,
    - o set learning objectives that are challenging,
    - o use standard Arabic in lessons,
    - o make use of the good learning skills that students display in other subjects.

- Ensure teachers, particularly in Arabic and Islamic education:
    - o have access to training that enables them to make best use of all the available data to inform lesson planning
    - o provide the gifted and talented students with appropriate challenge so they achieve their potential
    - o inform students of their next steps in their learning
    - o have sufficient time to embed new initiatives into their day-to- day practice so that they consistently deliver high-quality lessons with confidence.

- Governors should take immediate action to address the wide range of concerns raised by some teaching staff.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education	Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Attainment	Not applicable	Weak	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
Arabic as an additional language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
English	Attainment	Good ↑	Good ↑	Good ↑	Good
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Mathematics	Attainment	Good ↑	Good	Very good	Very good
	Progress	Very good ↑	Very good ↑	Very good	Very good
Science	Attainment	Good ↑	Good ↑	Good	Acceptable
	Progress	Very good ↑	Very good ↑	Good	Good ↑

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↑	Very good ↑	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding ⬆	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆
Social responsibility and innovation skills	Very good ⬆	Very good ⬆	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ⬆	Good	Good	Good
Assessment	Very good ⬆	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ⬆	Very good ⬆	Very good ⬆
Curriculum adaptation	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆
Care and support	Very good	Very good ⬆	Very good ⬆	Very good ⬆

6. Leadership and management

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

National Priorities

National Agenda Parameter

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

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

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

- Attainment based on the National Agenda Parameter (N.A.P) is above expectations in science and mathematics and meets expectations in English.

- The school meets the registration requirements for the N.A.P.

- Senior leaders are committed to implementing the National Agenda. However, the National agenda action plan is generic and does not address key issues.

- The analyses of all internal and external assessment data provide useful diagnostic information about students' attainment and progress and enables teachers to set targets for individual students.

- The analysis of the N.A.P. data has led to adjustments in the curriculum. However, the impact is not evident in all lessons.

- The use of analyses of results from the N.A.P. tests is not having sufficient impact upon teaching strategies.

- In English and science, students' research skills are developed well through the integrated use of information and communication technology (ICT).

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- The curriculum follows the requirements of the UAE moral education programme (MEP). It is integrated effectively and innovatively with the school's 'positive education' curriculum framework.
- Teachers have secure subject knowledge and consistently make lessons more personalised for students with the use of supplemented resources and meaningful examples.
- Students continuously share their prior knowledge and understanding. They actively collaborate together to explore and apply their understanding to personal, local and global contexts.
- Students' learning is assessed. It takes account of how they feel, think and act and is reported to parents as students' personal and social outcomes.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The school's social studies curriculum aligns fully with the requirements of the UAE social studies learning outcomes.
- Teachers consistently demonstrate strong subject knowledge. They plan purposeful lessons, provide engaging learning environments to challenge students, and enable them to be successful learners.
- Students learn through active participation, engaging in meaningful, complex projects and ideas where they make connections to their everyday world and across areas of learning.
- Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Children in the Foundation Stage are able to pursue their own lines of enquiry and are encouraged to use 'think aloud strategies' to develop their ideas and priorities.

- Across the school, students are enthusiastic about their involvement in the student-led projects and entrepreneurial activities that help them to acquire and develop wider key skills.

- Teachers enable students to undertake extended research, find innovative solutions to problems.

- Curricular initiatives have a positive impact on students' engagement and creativity. Students engage in entrepreneurial activities, such as the 50 Dirham challenge.

- School leaders demonstrate a clear commitment to innovation, evidenced by the many opportunities for students to be creative.

The school's promotion of a culture of innovation is developing.

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Not applicable	Acceptable	Acceptable ⬆	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students in the primary and secondary phases continue to demonstrate knowledge and understanding that are in line with the curriculum expectations. Low expectations in the post-16 phase result in weak attainment because lessons are based on acquiring knowledge rather than applying it and developing skills.

- Students' knowledge and understanding of Seerah and Fiqh-Law are stronger than their understanding of the Holy Qur'an and Hadeeth. Their ability to recall the verses to explain situations in life is still developing.

- The morning sessions in recitation and memorisation of the Holy Qur'an in the primary phase are resulting in improved skills. However, this is inconsistent. Students understand the topics they are learning, but making connections between the areas of learning and their understanding of the world is still developing.

For development
- Improve students' memorisation and recitation skills in the secondary and post-16 phases.
- Accelerate students' progress and attainment in all areas of Islamic education.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language	Attainment	Not applicable	Weak	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak

- In Arabic as a first language, the internal assessment data indicates that both attainment and progress are high. However, students' work in lessons and in their books reflect significantly lower levels of language proficiency.

- There are particular strengths in students' listening skills. Speaking and writing skills are less strong. Students in the primary phase can read letters and simple familiar words. In the secondary phases, students can read, but do not necessarily understand the meaning.

- Listening and responding skills are improving, especially in the primary phase. However, in all phases improvement in speaking and independent writing skills is inconsistent due to lack of pace and challenge in lessons.

For development
- Improve students' outcomes in reading, speaking and writing by focusing on their engagement and by raising the level of challenge in tasks.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable

- In Arabic as an additional language, the internal assessment data indicate that both attainment and progress are high. However, students' work reflects significantly lower levels of language proficiency and development, but slightly stronger progress in the primary phase.

- Listening skills across all year groups are weak as students have limited exposure to Arabic. They are able to answer very simple questions. Their speaking is limited to short conversations and their writing is weak, especially in the upper year groups. Reading is limited to familiar texts and is below expectations.

- Primary students are increasing their Arabic vocabulary, but they are unable to apply and extend this to meaningful situations. Improvements in developing skills such as listening and responding are slower in the secondary phase. Writing and speaking skills are underdeveloped in all year groups.

For development
- Raise teachers' expectations of what the students can do.

- Ensure that students rapidly improve reading, comprehension, writing and by consistently using the Arabic language during lessons.

English		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Good ⬆	Good ⬆	Good ⬆	Good
	Progress	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆

- Across the school students make very good progress in their speaking and listening skills. Daily phonics practice is enabling children in the Foundation Stage and early primary phase to develop their reading skills successfully and to apply phonics awareness to their writing.

- Writing skills are very well developed in the Foundation Stage where almost all children are able to express their views in writing. In the secondary and post-16 phases, students' writing improves rapidly as a result of high quality and constructive feedback.

- The sustained focus on the accurate analysis of different textual styles supports secondary and post-16 students in reading for inference. The newly introduced 'Accelerated Reader' programme is effective in encouraging students to read a wider range of genres, focusing on comprehension skills.

For development
- Increase opportunities for students to read independently across the primary, secondary and post-16 phases.

Mathematics		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Good ⬆	Good	Very good	Very good
	Progress	Very good ⬆	Very good ⬆	Very good	Very good

- In the secondary and post-16 phases, external and internal assessments indicate higher attainment than is evident in lessons and workbooks. Progress in the Foundation Stage and the primary phase has improved and is clearly evident in lessons, students' work and in ongoing assessments.

- Primary students demonstrate good levels of numerical competence. The use of numeracy strategies is evident in most lessons. In the secondary and post-16 phases, students are more competent in algebra and data handling than in geometry. Their ability to solve meaningful problems is underdeveloped.

- The majority of Foundation Stage children use everyday language to compare quantities and objects and to solve problems. They can make charts, read results and use non-standard units for measuring. The large majority can build structures with blocks and use estimation in their daily lives.

For development
- Provide extended problem-solving opportunities in meaningful situations across the secondary and post-16 phases.

Science		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Good ⬆	Good ⬆	Good	Acceptable
	Progress	Very good ⬆	Very good ⬆	Good	Good ⬆

- Attainment is stronger in the early years, primary and secondary phases than in the post-16 phase. A large majority of students make better than expected progress in the early years and the primary phase, whereas only the majority of secondary and post-16 students make better than expected progress.

- Well-developed student learning skills are a strength in science. Foundation Stage children confidently make and test simple predictions. Students in the primary and secondary phases are increasingly competent at developing and testing hypotheses, analysing results and using technology to support their learning.

- Students' positive and enthusiastic response to recent developments, such as the introduction of Robotics, STEAM and other initiatives to the curriculum, are increasingly helping them to recognise the relevance and importance of science to their local environment and the world beyond.

For development
- Improve students' scientific knowledge and understanding, particularly in the secondary and post-16 phases.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Very good ⬆	Very good ⬆	Good	Good

- Students' learning skills are most consistently developed in the first two phases of the school. Foundation Stage children are increasingly able to show strong independent learning skills and make positive choices about the direction their work is taking.

- Students have opportunities to use and develop critical thinking and problem solving skills, and to use learning technologies effectively for a variety of purposes, in almost all subjects. However, they remain underdeveloped, especially in Arabic and Islamic education.

- Students are developing the ability to link areas of learning, think independently about how learning is connected, and apply their learning to new situations. This is supported by initiatives such as the STEAM project in the primary phase, and the wide range of extra-curricular activities.

For development
- Reinforce the development of key skills in the upper secondary years and post 16-phase across all subject areas.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding ⬆	Very good	Very good	Very good

- Across all phases, almost all students display very good attitudes and behaviour. They are confident and caring towards one another. Adults and children enjoy supportive and respectful relationships that contribute to positive learning. Attendance is very good, but not all students are punctual to lessons.

- The newly introduced restorative justice programme is succeeding in enabling students to take greater responsibility for the wider school community. It encourages and enables students to be empathetic towards one another and resolve any difficulties in a supportive manner.

- Children in the Foundation Stage can articulate the differences between healthy and unhealthy meals and demonstrate this in the choices they make. Students across the rest of the school are also beginning to make healthy choices, but this practice is not fully embedded.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆

- Students across all phases have a very clear understanding of how Islamic values influence the UAE society. They show their respect and appreciation for these values as a result of opportunities provided in the curriculum.

- Students are knowledgeable of the Emirati culture. They lead some aspects of the preparations for celebrating Flag Day and National Day.

- Students' awareness of their own cultures and understanding of other world cultures are strongly evident in the school community. On International Day, students show pride in their diverse cultures and nationalities by wearing national costumes, bringing food and participating in art and musical performances.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good ⬆	Very good ⬆	Good	Good

- In the Foundation Stage, imaginative and creative projects enable children to develop their ideas actively. Children support local charities by taking part in enterprising activities such as bake sales and selling their art work to raise funds.

- Through well-planned projects, such as the 'Dragons Den' and the 'Social Enterprise Challenge Awards' programme, students acquire key skills to innovate and be creative. Innovation days such as 'Build a Social Enterprise' are integrated into the 'positive education' curriculum to help develop students' skills in enterprise.

- Students are aware of environmental issues and care for the school and its environment. They understand the benefits of renewable energy, with regard to reducing pollution, and participate in a variety of related projects. Environmental awareness is adeptly interwoven into the social studies and the moral education programmes.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ⬆	Good	Good	Good

- Teachers across the school plan stimulating lessons with a good knowledge of students' strengths, weaknesses and preferred learning styles, and structure activities accordingly. The continuously evolving curriculum provides students with improved opportunities to develop a range of higher order learning skills.

- In most subjects, particularly in English and science, learning activities are matched well to the range of most students' abilities. However, these activities do not always fully challenge the most-able students. This remains an issue in Islamic education and Arabic lessons.

- Developments in the Foundation Stage result in high quality provision in which most children are able to pursue their own lines of enquiry. As a result, they make very good progress. Curiosity and problem-solving skills are consistently above age-related levels.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good ⬆	Good	Good	Good

- The school has thorough assessment processes that are closely aligned to the English National Curriculum. They are valid and consistent across most subjects. In the Foundation Stage, assessment is stronger, as teachers gather information about children's achievements through various sources including observations, learning journals, benchmark tests, baseline assessment and profiles.

- The use of assessment data to support student achievement is strong. Cognitive Ability Tests (CAT4), GL progress tests and internal assessment data are used well to set targets for individual students, and to provide interventions and support.

- Most teachers know their students' strengths and areas for development. In the better lessons, assessment information is used effectively to adjust planning and teaching so that learning is successful. Although students are provided with written feedback, its quality is variable across the school.

For development

- Ensure teaching is consistently effective especially in the secondary and post-16 phases.

- Provide students with sufficient information about the steps needed to improve their learning.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ⬆	Very good ⬆	Very good ⬆

- The curriculum is compliant in all aspects and provides a very good balance of knowledge, skills and understanding. The Foundation Stage curriculum is very strong due to its emphasis on experiential and child-initiated learning.

- The wide range of subject choices offered to older students, including a level, BTEC modules and ASDAN qualifications, enables each student to be ambitious and to design their own pathways to further education.

- The school's procedures for transition between phases prepares students well for the next stage of learning. Foundation Stage children are well supported and prepared for learning in the primary school. Shared information about students' achievements informs accurate reviews of the curriculum and supports continuity and progression in most subject areas.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆

- The curriculum has been adapted very effectively in most subjects and for most students. Elective and extra-curricular activities enable students to develop an increasing range of academic, creative and sporting skills.

- Opportunities for enterprise, innovation and creativity are available through many curricular areas. Foundation Stage children grow their own organic vegetables, tending to them and selling the crop to buy more seeds. 'Engineering for Kids", "The Green Planet" and "Canopy Capers' provide additional opportunities for enriched learning.

- The curriculum includes interesting and relevant programmes that develop students' knowledge and appreciation of the UAE's heritage and traditions, and the values that influence society today.

- The school provides 40 minutes of Arabic teaching each week for children in the early years.

For development
- Ensure all teachers in all subjects effectively modify the curriculum to meet the needs of all students.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ⬆	Very good ⬆	Very good ⬆	Very good ⬆

- The care, protection and safeguarding of students are highly effective. Provision is consistent and very strong across the school. Policies and procedures are clearly understood by teachers, students, and parents.

- The exceptional facilities are maintained to a high standard. The buildings, grounds, and learning facilities, are secure and supervised well by qualified and experienced staff. The school is accessible to students with a wide range of needs. Elevators and ramps enable easy access to all areas of the building.

- Students are very well supervised around the school and at lunch times. Medical care, when needed, is effectively organised, and provided by trained staff including a doctor. Healthy lifestyles are promoted very well. There is insufficient shading in the Foundation Stage outdoor area.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good ⬆	Very good ⬆	Very good ⬆

- Relationships are very positive and caring across the school. Positive education permeates school life, blending students' academic learning with their personal, social and emotional development. The restorative justice programme plays a significant part in managing students' behaviour.

- Rigorous systems enable the identification of students with special educational needs and disabilities (SEND). Highly effective support is provided for them in the majority of classrooms and in the achievement centre. However, students with gifts and talents are not consistently challenged in all lessons and subjects.

- Counsellors and career guidance personnel provide very effective advice and support for students as they prepare and progress to the next stage of their education.

For development
- Provide additional shaded outdoor areas for children in the Foundation Stage.

- Ensure that gifted and talented students are provided with appropriate challenge in all lessons and subjects.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good ⬆

- The school is highly inclusive. Strong leadership ensures very effective provision for students with SEND. The school has an Inclusion Champion and a designated Inclusion Governor.

- The school has comprehensive systems and procedures for identifying students with SEND. A multi-disciplinary and collaborative approach amongst school staff and external agencies, enables highly-accurate identification of students' needs and pathways, and the support to be provided.

- Parents appreciate and welcome the school's inclusive ethos. The school encourages and involves them as partners in meeting their children's needs, and suggests ways to support them at home.

- Highly effective support is provided in the achievement centre. In lessons the majority of teachers appropriately modify the learning tasks for students with SEND. This is not evident in all subjects and year groups.

- A range of assessments, progress records and students' work indicate that the majority of students are making very good progress.

For development
- Ensure all teachers provide tasks that are matched to students' abilities and needs in all subjects and year groups.

6. Leadership and management

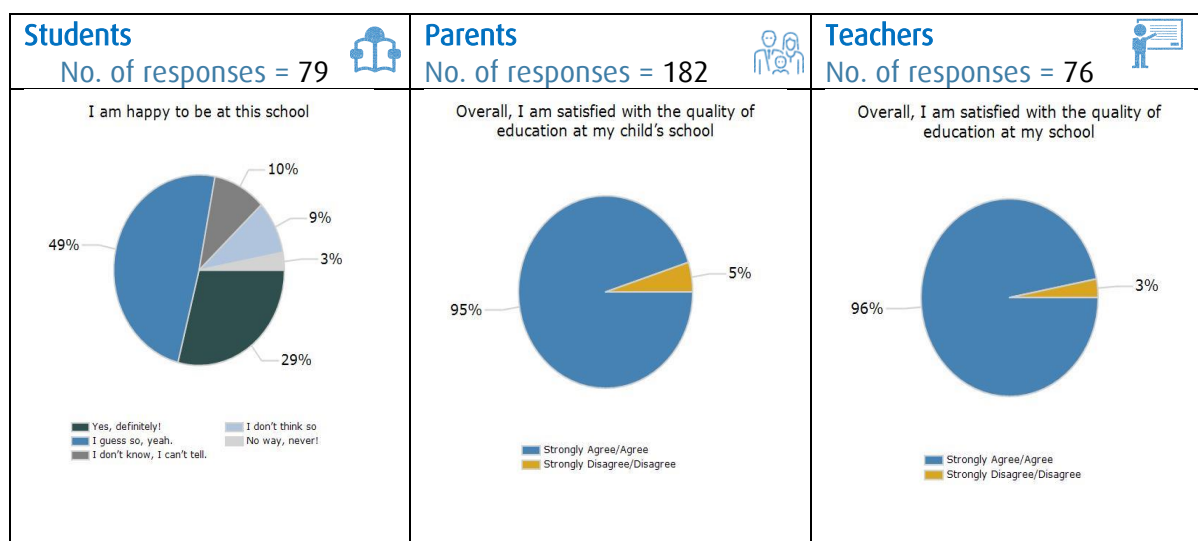|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good ⬆
Governance	Acceptable ⬇
Management, staffing, facilities and resources	Very good

- The principal and the senior leadership team lead and influence important decision making and improvement activities. Middle leaders demonstrate a good understanding of their roles and responsibilities. Relationships across the school are professional, although the morale of some teachers is not high. As a result of the drive of senior and middle leaders and the skills of teachers, the school has strong capacity to innovate and continue improving.

- The school knows its strengths and weaknesses. Leaders effectively gather evidence from a range of sources, including data. Key priorities are accurately identified. There is a thorough and extensive system for evaluating the quality of teaching. Action planning, with varying degrees of detail, are well-written and monitored, but have not had a sufficiently positive impact on students' performance in the key subjects of Arabic and Islamic education.

- The school is highly successful in engaging parents as partners in their children's learning and in school life. They focus effectively on the school's key priorities through their involvement in the parental advisory committee. Regular newsletters provide parents with details of the curriculum and events, and celebrate students' successes. The school's involvement in the local and wider communities is developed through working with local charities.

- The governing board is committed, ambitious and influential in shaping developments in the school. However, they rely heavily on student achievement data provided by leaders to give an overview of the school. Stakeholders are consulted, but governors have not given the views of some teachers' sufficient importance by investigating and acting upon them.

- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified and talented teachers who have very good knowledge of their subjects and how to teach them. The continuous professional development programme is not always tailored to meet the specific needs and aspirations of all teachers. The premises and specialist facilities provide a very good learning environment.

For development

- Ensure teachers have sufficient time to embed new teaching initiatives into their day-to-day practice.

- Governors should address the wide range of concerns raised by some teaching staff.

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.

Students	Parents	Teachers
No. of responses = 79	No. of responses = 182	No. of responses = 76

I am happy to be at this school

49% — 10% — 9% — 3% — 29%

- Yes, definitely!
- I guess so, yeah.
- I don't know, I can't tell.
- I don't think so
- No way, never!

Overall, I am satisfied with the quality of education at my child's school

95% — 5%

- Strongly Agree/Agree
- Strongly Disagree/Disagree

Overall, I am satisfied with the quality of education at my school

96% — 3%

- Strongly Agree/Agree
- Strongly Disagree/Disagree

	Students	Most students who returned the survey feel the school helps them succeed and has their best interests at heart. A few feel they do not have enough time to get from one class to the next, and that they are not given opportunities to do things that make a difference to the school. Over half of the respondents feel they do not read well in Arabic.
	Parents	Almost all parents who completed the inspection survey express positive views and satisfaction with the effectiveness of the school. They think their children learn well most of the time because of effective teaching, and that staff know the strengths and weaknesses of the students well. Almost a quarter of the respondents think that the school does not foster a love of reading in Arabic. Inspection findings reflect these views.
	Teachers	The majority of teachers who returned the survey made negative comments. Some of the teachers who responded think professional development at the school has not helped them to become better teachers. All respondents feel students at the school are well behaved, respectful to adults and happy at the school.

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