

GOOD





























INSPECTION REPORT

UK CURRICULUM

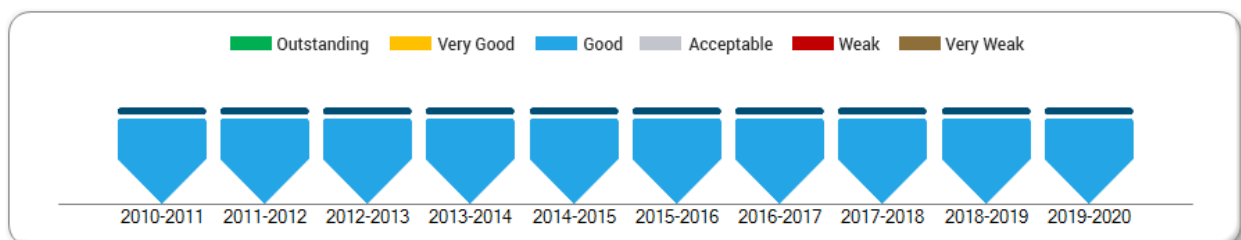
Contents

<i>Contents</i>	2
<i>School Information</i>	3
<i>Summary of Inspection Findings 2019-2020</i>	4
<i>Overall School Performance</i>	6
<i>National Priorities</i>	8
<i>National Agenda Parameter</i>	8
<i>Moral Education</i>	9
<i>Reading Across the Curriculum</i>	9
<i>Innovation</i>	10
<i>Main Inspection Report</i>	11
<i>Views of Parents and Senior Students</i>	23

School Information

General Information	 Location	Al Safa
	 Opening year of School	1993
	 Website	www.englishcollege.ac.ae
	 Telephone	+97143943465
	 Principal	Mark Ford
	 Principal - Date appointed	8/15/2019
	 Language of Instruction	English
	 Inspection Dates	25 to 28 November 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	737
	 Number of Emirati students	22
	 Number of students of determination	69
	 Largest nationality group of students	British
Teachers	 Number of teachers	77
	 Largest nationality group of teachers	British
	 Number of teaching assistants	10
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	22%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	English National Curriculum
	 External Tests and Examinations	IGSE, A-level
	 Accreditation	none
	 National Agenda Benchmark Tests	GL, CAT 4

School Journey for THE ENGLISH COLLEGE DUBAI



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Attainment in English, mathematics and science is very good or better in the primary and secondary phases. Attainment is mainly good in other phases, and in Islamic education throughout. Progress in Arabic as an additional language is not rapid enough. Students collaborate very well. They give detailed explanations of their learning and are skilled in using information technology (IT). Independent research is not well developed. • Students have very positive attitudes to their work and maintain excellent relationships. Those in post-16 classes have an excellent understanding of Islamic values and very well-developed innovation and entrepreneurial skills. Across the school, students have a strong appreciation of the heritage and culture of the UAE.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Teaching is not as effective in Foundation Stage (FS) as it is elsewhere. In FS and in a few subjects, the level of challenge does not result in consistently rapid progress. In the secondary and post-16 phases, highly effective systems enable assessment of students' progress towards individual targets. This is not evident in the other phases or in Arabic as an additional language. • The design of the curriculum reflects a thematic approach that interests and motivates students. Since the previous inspection, the school has made modifications in a few subjects as a result of the analysis of information from external and internal assessments. This analysis has identified gaps in students' learning. The school has provided targeted support, but effective support is not evident in all subjects. • All safeguarding policies and procedures are regularly updated and well understood by staff and parents. Teachers have excellent relationships with their students. In the primary phase, support for students of determination is carefully planned to address key barriers to their learning. Support for these students is not consistent in the secondary phase.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leaders are fully committed to continuous school improvement. Most are successful in maintaining students' high levels of attainment in their areas of responsibility. Communication between leaders in the different phases does not facilitate sharing of best practice in the school. Self-evaluation is mainly accurate. Parents are very supportive. Governors have a secure knowledge of the school. The curriculum is effectively resourced.

The best features of the school:

- The excellent achievement of students of all levels of ability in mathematics and science in the secondary phase
- Students' outstanding personal development
- The range of creative teaching strategies that engage and enthuse students in their learning, particularly in the primary phase
- The systems to ensure the care, safety and protection of students
- The analysis of information to identify gaps in learning, leading to effective plans for improvement.









Key recommendations:

- Improve communication among leaders at all levels in order to identify and share best practice.
- Eradicate weaknesses and inconsistencies in the quality of teaching, in the internal systems of assessment, in curriculum progression and in attainment in Arabic as a first and as an additional language.

Overall School Performance

Good

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Very good	Very good	Good
	Progress	Good	Very good	Very good	Good
 Mathematics	Attainment	Good	Very good	Outstanding ↑	Very good ↓
	Progress	Good	Very good	Outstanding ↑	Very good ↓
 Science	Attainment	Good	Very good	Outstanding ↑	Good
	Progress	Good	Very good	Outstanding ↑	Good
 UAE Social Studies	Attainment	Acceptable			

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	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	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

The school's progression in international assessments

is above expectations.

- The school was very close to achieving its targets in the Trends in Mathematics and Science Study (TIMSS) and in the Programme for International Student Assessment (PISA). Performance in two consecutive cycles of National Agenda Parameter tests shows strong performance, especially in mathematics and science. Most students' performance in relation to their potential is higher than expected.

The impact of leadership

is above expectations.

- Leaders ensure full compliance with the National Agenda expectations for testing. Adjustments to the curriculum and teaching are evident and take account of all available information. Teachers' knowledge, understanding and use of the available information in planning tasks to meet students' needs are highly effective.

The impact on learning

meets expectations.

- Most students connect their learning to real life and are adept at solving problems. Critical thinking is well promoted in all phases, as are most independent learning skills. The use of IT is evident, but it is not always for independent inquiry and focused research. IT is readily available to all students.

Overall, the schools' progression to achieve its UAE National Agenda targets is above expectations.

For Development:

- Systematically develop investigative skills through inquiry-based learning.
- Use IT more effectively, so that students form hypotheses, think critically, evaluate their findings and draw conclusions for themselves.

Moral education

- The curriculum meets requirements for Years 1 to 13 and is aligned to the required textbooks. It is appropriately enhanced by guest speakers and community links. Teachers effectively share resources with other schools, which is according to the school's strategic planning.
- The teaching of moral education is well considered and effective. Questioning is used well by teachers to promote learning, while challenge and support are clearly in place. As a result, students' needs are consistently met.
- Students' outcomes are evaluated using a range of assessments. Parents have the opportunity to discuss their children's development at the parents' evenings. Students' outcomes are reported formally, but not as a separate subject.

The school's implementation of moral education is above expectations.

For Development:

- Ensure that students' outcomes are reported to parents as a separate subject.

Reading across the curriculum

- Most students, by the end of the primary phase, are competent readers. Older students continue to develop their skills. Those who are underperforming receive well-judged support.
- Lessons provide relevant and interesting contexts for reading. Teachers in all subjects ensure that students have opportunities to apply their reading skills and to extend their vocabulary.
- The school's initiatives are having some success in promoting reading for pleasure. The libraries are being renovated to enable them to play an enhanced role.
- Leaders are fully committed to developing students as highly proficient and confident readers. The Arabic and English departments are beginning to work together to develop reading skills and strategies in both languages.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Intensify interventions for the weaker readers to enable them to make more rapid progress.
- Ensure that the new libraries provide a motivating environment to support reading for enjoyment.
- Extend the cooperation between the Arabic and English departments to ensure that students develop high quality reading skills in both languages.

Innovation

- The majority of students are able to obtain information in response to the tasks set by their teachers. They use digital devices confidently to explore, extend and record their learning.
- Students' work on enterprise and innovation projects helps them develop an awareness of social responsibility. Older students in particular demonstrate this awareness in their roles as student leadership consultants.
- Most teachers model thoughtful practice and require students to think critically. By applying what they know in unfamiliar contexts, students gain the confidence to be independent thinkers.
- Projects and cross-curricular opportunities, such as 'enterprise day' and 'learning without walls week', enable students to be creative and entrepreneurial.
- Leaders demonstrate a clear commitment to the promotion of a culture of innovation throughout the school. They encourage teachers to provide opportunities that motivate students and develop their creativity, collaboration and enterprise.

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

For Development:

- Extend and enhance provision to enable all students to develop their innovative skills and their awareness of social responsibility.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students in the secondary and post-16 phases develop a strong understanding of Sharia law. They are skilled at inferring rules from authentic materials. This level of understanding is not as evident among Arab students. Internal assessment information does not accurately reflect students' current levels of attainment.
- Students demonstrate well-developed skills in recitation of the Holy Qur'an and application of Tajweed rules in the primary phase. Those in the secondary phase show good gains in their understanding of divine revelations and key terminology. Their understanding of Aqeedah and national identity are underdeveloped.
- As a result of the additional focus on the recitation of the Holy Qur'an at the start of each lesson and additional enrichment activities, older students are improving their knowledge of Tajweed rules. Their recitation skills are slowly improving.

For Development:

- Improve students' attainment and progress, particularly in the primary phase.
- Extend students' research skills and their use of authentic materials to develop their knowledge and understanding in all areas and themes of the subject.

Arabic as a First Language

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

- In the primary and secondary phases, most students meet the expected Ministry of Education (MoE) curriculum standards in reading. Students' speaking, reading and writing skills in post-16 classes are not developed beyond the expectations for secondary students. In all phases, students' use of classical Arabic is inconsistent.
- Younger primary phase students are able to identify the main characters in a story and use their speaking skills to describe their characteristics. By Year 6, they can read short stories and write alternative endings. These skills are consolidated in the secondary phase.
- The new reading programme in the primary phase is beginning to increase students' vocabulary and their rate of progress in reading comprehension. Actions to improve students' attainment in the post-16 phase are ineffective.

For Development:

- Ensure that curriculum planning enables students to make consistent gains in all language skills.
- Challenge students to use classical Arabic in their extended oral responses.

Arabic as an Additional Language

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

- Most students in the primary phase attain language skills that meet the curriculum expectations. However, in the secondary phase, only a few students are able to understand spoken Arabic or to construct simple responses.
- In the primary phase, students understand basic classroom instructions and use short, simple sentences in response. Students' knowledge of vocabulary is limited in the secondary phase. They are able to read simple familiar texts, but their comprehension is variable. Their writing skills are underdeveloped.
- Overall, students' attainment and progress remain similar to those evaluated in the previous inspection. The school is slow at improving students' language skills.

For Development:

- Identify students' attainment levels accurately and modify the curriculum accordingly.
- Provide engaging lessons that provide students with consistent opportunities to develop all four language skills.

English

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

- In FS, children make good progress in listening and speaking. Progress in reading and writing is a little slower. In the older year groups, students are adept readers. Students in primary and secondary classes are very able conversationalists. Their skills do not always increase appropriately in post-16 classes.
- Students study themes to develop a variety of relevant language skills. They make very good progress in increasing their skills of inference and deduction. Older students are extremely articulate and express their views using a wide range of vocabulary, both orally and in writing.
- Critical thinking, debate and presentation are improving features of lessons. Students use these experiences very effectively in the primary and secondary phases to develop their writing skills in a variety of ways, including note taking, extended writing and writing imaginative texts.

For Development:

- Accelerate children's progress in reading and writing in FS.
- In the post-16 phase, increase students' ability to debate and discuss at length, building on the skills they acquired in the secondary phase.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Outstanding ↑	Very good ↓
Progress	Good	Very good	Outstanding ↑	Very good ↓

- In FS and lower primary phase classes, students make good progress in understanding basic mathematical concepts such as number bonds and place value. The extensive use of worksheets in the lower primary phase slows the development of students' inquiry and investigation skills.
- In the secondary phase, progress increases rapidly as students use their conceptual understanding very effectively in new learning. Younger students can use the four mathematical operations and begin to solve simple problems. Older students think critically and apply their knowledge to real-life situations.
- Students of all abilities excel in the secondary phase. Most achieve excellent results at the end of their examination courses. Examination results for students in the post-16 phase are less strong.

For Development:

- Extend students' inquiry and investigation skills in the lower primary classes.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Outstanding ↑	Good
Progress	Good	Very good	Outstanding ↑	Good

- Children's skills of observation develop steadily in FS. Progress accelerates through the primary and secondary phases, where students are consistently challenged by their learning activities. Progress slows in the post-16 phase as students adapt to the increased demands of their A-level courses.
- Children in FS know about plants growing from seeds. In the primary phase, students develop their ability to work scientifically and to conduct investigative work. Their skills of analysis and explanation in the secondary phase are highly developed.
- The A-level results have improved in recent years, but students' current attainment in Year 13 has not yet reached A-level expectations. Students' problem-solving and critical thinking abilities are well developed, because activities to promote these skills are regular features of lessons.

For Development:

- Challenge children in FS with more demanding activities to accelerate their progress.

UAE Social Studies

	All phases
Attainment	Acceptable

- Students in the primary phase attain higher levels relative to their age than those in the secondary phase. In the secondary phase, knowledge does not increase significantly from that evident in primary classes.
- Younger students have a secure knowledge of the formation of the UAE. They can effectively compare and contrast the past with the present. By Year 6, students can think critically about globalisation and its impact on the development of the UAE.
- Improvement in the range of teaching strategies ensures that students in the secondary phase make good progress in their knowledge of the history of the UAE. However, in lessons they do not have the time needed to reflect adequately in order to extend their knowledge.

For Development:

- Ensure that students in the secondary phase effectively build on what they learn in primary classes and develop higher-order thinking skills.

Learning Skills

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

- In most subjects in all year groups, students are actively engaged in their learning. They collaborate exceptionally well with their classmates and have the confidence to challenge the views of others and to explain their own thinking.
- In lessons, students are responsible and mostly enthusiastic learners who act on the advice and guidance of their teachers. They are able to communicate their learning effectively in a variety of ways. However, this is less often the case in Islamic education and Arabic.
- Students use digital devices very effectively to support their learning. They are skilled problem solvers and critical thinkers in most subjects. They engage in research tasks specified by their teachers but rarely decide on topics to research for themselves.

For Development:

- Improve students' engagement with their learning of Arabic.
- Extend students' ability to initiate and carry out independent research.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The outstanding personal development and exemplary behaviour of all students is a significant strength of the school. Current attendance data for the upper primary and post-16 year groups demonstrate lower attendance rates compared with other years.
- Students have excellent relationships with their teachers and peers. They demonstrate care, compassion and support for the other learners. They assume leadership positions in which they contribute to the improvement of the school. Student leaders support younger students in their academic and social lives.
- Students demonstrate a solid understanding of the importance of making consistently wise choices about eating well and keeping fit and healthy.

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

- Throughout the school, students demonstrate a clear appreciation and understanding of Islamic values. They respect and care for others during the holy month of Ramadan. Those in the post-16 phase have an excellent awareness of the Islamic values that affect them and their immediate community.
- Students across all phases contribute to displays that celebrate the UAE culture and heritage. They demonstrate strong knowledge of, and respect for, the traditions of the UAE. They willingly contribute to, and participate in, celebrations of Emirati culture and heritage.
- Most students show an excellent appreciation of, and pride in, their own culture. While children in FS appreciate the different cultures around them, older students celebrate other cultures by organising school projects and international day celebrations.

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

- Almost all students have an excellent work ethic. The majority are resourceful and creative. They take pride in leading activities such as those during enterprise day. Their innovative and entrepreneurial skills in the secondary and post-16 phases are exceptionally well developed.
- Most students are highly committed to the school community. They work actively to improve others' lives. They contribute to fund-raising for charity, which has a positive effect on the lives of those less fortunate than themselves.
- Students understand the importance of recycling in school and in the community. Displays throughout the school show their awareness of local and global environmental issues. Most students care for their immediate environment by keeping the school clean.

For Development:

- Increase younger students' awareness of entrepreneurial skills and social responsibility and their understanding of the global environment.

3. Teaching and assessment

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

- Teachers' rich knowledge of each student's capabilities in the primary phase is central to their lesson planning. Teachers' planning in FS does not consistently include activities that challenge children of differing abilities.
- The learning activities provided by most teachers effectively promote high attainment and rapid progress. This is not the case in Arabic, where teachers' lack of knowledge of the required MoE curriculum standards has a negative impact on their expectations of what students can achieve.
- The effectiveness of teachers' questioning in most lessons is consistently high and often successfully promotes students' critical and analytical thinking. Teachers encourage the effective use of digital devices. Opportunities for students to develop independent use of IT for research and inquiry are not extensive.

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

- Regular assessments measure students' achievements across the curriculum. Internal assessments are precisely aligned to curriculum expectations in most subjects. There is a comprehensive range of regular assessments in the secondary and post-16 phases, but assessments are not fully embedded in the FS and the primary phase.
- External assessments in English, mathematics and science compare students' attainment to international expectations from Year 3 to Year 10. The school acquires useful information about students' potential and preferred learning styles from testing of their cognitive abilities.
- All available assessment information is rigorously analysed. The analysis influences teaching and the curriculum and is used to support students' learning in most subjects. Assessment procedures are highly effective in monitoring students' progress towards meeting their individual targets, especially in the secondary phase.

For Development:

- Raise teachers' expectations and levels of challenge in FS and in Arabic in all phases.
- Provide more opportunities for students to develop independent use of IT, particularly for inquiry.
- Ensure that revised assessment procedures are firmly embedded in the FS and primary phases.

4. Curriculum

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

- The curriculum generally supports the development of students' learning and attainment very well. In FS, it is designed to meet the needs of young children, with an increasing emphasis on learning through play. However, it does not ensure that activities outside the classroom mirror those inside it.
- Cross-curricular links are a significant feature of the curriculum. Younger students have the opportunity to study interesting and informative texts to broaden their learning experience.
- The curriculum is regularly reviewed. Students' interests, choices and preferences are considered very carefully. Progression is not evident in transition from FS to Year 1, from primary to secondary classes in social studies or in Arabic across all phases.

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

- The curriculum for students of determination is increasingly well modified to take full account of any barriers to learning, particularly in the primary phase. The triple science courses provide a more demanding pathway for students of higher ability.
- Modifications to the curriculum have been made as a result of the analysis of information from assessments, which identifies gaps in provision. When modification is not successful, students repeat work, and their progress slows.
- The curriculum is imaginative. It captures students' interest and extends their knowledge and understanding of the UAE heritage and culture. A wide programme of extra-curricular activities, especially of a sporting nature, contributes very well to students' physical and mental health.
- Children in FS have a weekly 30-minute lesson in Arabic language.

For Development:

- Enhance the transition from FS to the primary phase and develop students' skills beyond those already acquired in FS.
- Ensure that the continuity of curriculum progression is embedded in all subjects and throughout all phases of the school.

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 school has effective procedures for the safeguarding of students, including child protection arrangements. It provides appropriate training for new and existing staff on matters related to child protection. All policies are systematically updated and well understood by staff and parents.
- The school is very successful in taking the necessary precautions to keep staff and students safe during construction work. All incidents are recorded, and necessary actions are promptly taken. The buildings are not fully accessible to all students.
- The nurse and teachers actively promote students' awareness of healthy lifestyles. Staff ensure that students make appropriate healthy food choices and provide opportunities for all students to take part in sporting activities.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers have an excellent rapport with their students, reflecting the school's ethos of mutual trust and respect. Students' behaviour is exemplary. Whilst systems for managing attendance and punctuality are mostly effective, more can still be achieved where attendance is less than optimal effective.
- The school has thorough systems for identifying students of determination. There are improved procedures to identify and provide for those with gifts and talents. Support for students of determination is carefully planned to address key barriers to learning in most subjects.
- The pastoral care of students is a priority. The counsellor provides effective individual support for those with identified personal or emotional issues. Older students receive personalised guidance on future opportunities.

For Development:

- Extend and enhance the school's counselling provision to ensure that services are more readily available to all students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders are dedicated to a wholly inclusive school. Students of determination are welcomed. The inclusion department, teachers and learning assistants are committed to a high-quality provision to suit the individual needs of every student.
- Well-developed referral and assessment systems identify the specific needs of each student. Beneficial links with external agencies are beginning to extend the school's range of expertise. Comprehensive individual student profiles detail the provision necessary for each student to meet his or her personal targets.
- Parents work in close partnership with the school to plan and review provision for their children's additional needs. Most parents praise the high level of communication between school and home. They appreciate the readiness and availability of staff to support them and their children.
- The curriculum is increasingly well modified to address barriers to learning, particularly in the primary phase. Support for individual students is provided by a skilled inclusion leader and trained support assistants. This is not sufficient to meet all the needs of students in the secondary phase.
- Regular assessments for students of determination track their academic progress towards meeting the personal targets in their profiles. Most make steady progress towards appropriate levels in the key subjects and good progress towards their personal targets.

For Development:

- Ensure that all teachers, particularly in the secondary phase, take full account of students' specific learning needs and use the teaching strategies detailed in their profile documents.
- Increase the number of specialist staff to provide effective interventions for individual students.

6. Leadership and management

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

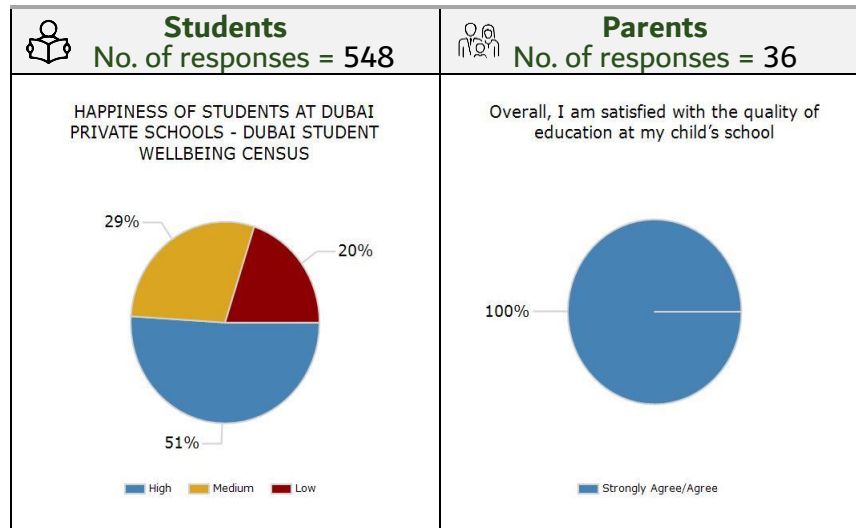
- The new principal has a clear vision and understanding of the actions needed to improve the overall performance of the school. Relationships between leaders are professional. Most have a secure understanding of best practices in teaching, curriculum and assessment. Communication systems are not always effective in ensuring that this understanding is shared to help students make the best possible progress. Leaders are successful in maintaining high levels of performance in some, but not all, subjects.
- Information from external sources is analysed and used very well to inform the school's self-evaluation. The school knows itself well, and key priorities are accurately identified. Actions taken to bring about improvement are not always rigorously evaluated against students' outcomes or their impact on the quality of teaching. The school shows sustained improvement over time in many areas. Leaders have not been successful in addressing significant weakness in teaching, curriculum and students' outcomes in the Arabic department.
- Communication with parents is effective. The principal's coffee mornings, when parents' views are shared, are highly valued. Reporting to parents on their children's achievement is supported well by the parents' evenings. Workshops to extend parents' understanding of cognitive ability tests (CAT 4) are helpful. Links with the wider community are effective, particularly initiatives in the Duke of Edinburgh award scheme.
- The governing board has increased its representation. Systems for gathering the views of stakeholders are in place. Governors rigorously challenge the school over issues relating to finance, staffing and resources. The same level of challenge does not extend over students' academic performance in all subjects. As a result, governors have not been successful in supporting or challenging the school to bring about improvement in the provision and outcomes in Arabic.
- The school operates efficiently on a daily basis. Staff and students know and respect the school's current routines, which have minimised potential disturbances resulting from the construction work on campus. Most teachers are suitably qualified, but not all teachers of Arabic have KHDA approval. Most classrooms, learning areas and specialist facilities are of good quality. Teachers have access to a good range of relevant resources that effectively promote students' learning.



For Development:

- Share best practice across the phases and subjects.
- Ensure that all systems of self-evaluation are linked clearly to students' outcomes.
- Ensure that governors challenge school leaders on academic achievement levels in all subjects.
- Ensure that all teachers of Arabic have appropriate approval and the necessary qualifications and experience.

Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection, and they helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Most students confirm that they feel safe in school and that they have never experienced physical bullying or cyberbullying. High numbers of older students confirm that they have supportive relationships with teachers, and that students care for one another. Survey responses from students in Years 10 to 12 are almost always more positive than those from students in other Dubai schools. Responses from students in Years 6 to 9 are less positive. The inspection team's findings concur with the students' views.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education provided by the school. They consider that their children are kept safe. Most agree that the school provides their children with the skills they need to be successful learners. They are happy with the information provided by the school and agree that the school listens to, and acts on, their views. The inspection findings support what parents have stated.

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

