

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

Inspection Report 2018-2019

Arab Unity School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



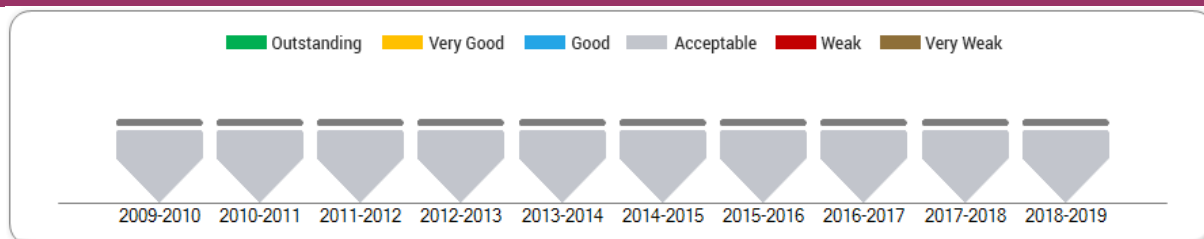
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of Parents and Senior Students.....	19

School Information

General Information	 Location	Al Mizhar
	 Opening year of School	1974
	 Website	www.arabunityschool.ae
	 Telephone	04-2886226
	 Principal	Mr. Nigel McQuoid
	 Principal - Date appointed	7/19/2017
	 Language of Instruction	English
Students	 Inspection Dates:	18 to 21 February 2019
	 Gender of students	Boys and girls
	 Age range	4-17
	 Grades or year groups	FS2 to Year 13
	 Number of students on roll	3331
	 Number of Emirati students	83
	 Number of students of determination	239
Teachers	 Largest nationality group of students	Pakistani
	 Number of teachers	208
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	21
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	3
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, A Level
	 Accreditation	NESACOS; CAIE; ECIS
	 National Agenda Benchmark Tests	IBT, GL

School Journey for Arab Unity School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Mathematics attainment in secondary and post-16 is now good, as is science also at post-16. Foundation Stage (FS) children's attainment in English, and progress in mathematics and science, have declined to acceptable, although the children continue to make good progress with the acquisition of English language skills. Learning experiences in the FS constrain the use of enquiry and prediction. Writing skills in the primary phase are underdeveloped.
- Students' behaviour and attitudes remain good across the school with the exception of post - 16 students, who demonstrate an outstanding quality of care and responsibility for one another and for younger students. The good understanding of Islamic values is maintained. Students' heightened sense of social responsibility suitably informs a range of altruistic and environmental activities. Innovation skills remain a developing feature in the school.

Provision for learners

- Teaching remains acceptable in the primary and secondary phases but is under-developed in the FS where opportunities are missed to develop children's skills of enquiry. Good quality teaching is most consistently effective in the post-16 phase, with students increasingly responsible for their own learning. Although assessment systems to inform learning are more robust, the use of data does not yet inform teaching well enough to meet all students' needs.
- The good curriculum offers a broad range of learning experiences and is well integrated in the FS and primary years to provide meaningful linked learning. In some subjects, a smooth transition between phases is not secure. Adaptations of the curriculum meet needs best in the FS and at post-16. In the latter phase, suitable activities foster older students' creativity, innovation and social contribution very well indeed.
- Good provision for students' health and safety continues to benefit from well-considered responses to any emergent issues. Effective arrangements for students' care and support reinforce their positive behaviour and attitudes. The identification of, and support for, students of determination remains good and includes well-targeted support in the secondary classes. Counselling, advice and careers guidance support student needs.

Leadership and management

- The leadership team provides clear, determined and astute direction to the work of the school. Senior and middle leaders evaluate the school's work with increasing accuracy and rigour. New appointments are enabling governors to hold leaders more accountable for their work in the school. This drive to provide more staffing and training has not been successful in addressing the high turnover of staff.

What the School does Best:

- Determined leadership and direction provided by senior leaders begins to secure a more accurate understanding of the school's performance and of areas for improvement.
- The strong personal responsibility demonstrated by students in their behaviour towards one another and with adults is contributing to their overall positive attitudes to learning.
- The school's positive approach towards the care, support and inclusion for students across the school.

Key Recommendations:

- Improve the quality of teaching, in all phases.
- Improve the effectiveness of the school by:
 - clarifying school improvement plans
 - meeting school improvement targets
 - providing high quality professional development.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable ↓	Weak	Acceptable	Not applicable
	Progress	Good	Acceptable	Good	Not applicable
 Mathematics	Attainment	Acceptable	Acceptable ↑	Good ↑	Good ↑
	Progress	Acceptable ↓	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable ↓	Good	Good	Good
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Good	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable↓	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P. for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- The school exceeded its 2015 TIMSS targets in mathematics and science, while PISA dropped in English, mathematics and science when compared to 2012. Attainment in benchmark assessments is stronger in science than English, mathematics. When N.A.P outcomes are compared to students cognitive potential results, students perform better on average in science followed by mathematics and English respectively.

Impact of Leadership

meets expectations

- Leaders' well-developed five-step action plan aims to improve attainment and progress with respect to the N.A.P. targets. The use of benchmark and cognitive ability data is beginning to be used to meet the needs of students as individuals and in groups.

Impact of Learning

is approaching expectations

- The quality of critical thinking is developing in lessons when students are encouraged to reflect on their knowledge and understanding through open-ended and probing questions. Across a range of topics, students display improving abilities in the interpretation of data and the presentation of their research findings.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For Development:

- Ensure that gaps in students' understanding and skills are more skilfully addressed in lessons.
- Enable all teachers to use the benchmark and cognitive ability data to identify and meet the learning needs of all students.
- Ensure that all teachers embed opportunities for critical discussion and enquiry through improved questioning skills in their lessons.

Reading Across the Curriculum

- Recently implemented and well-targeted initiatives aim to improve reading skills in English. The resources for Arabic are not enabling improvement in reading skills in that language.
- The insecure understanding of phonics by teachers is hindering early progress in reading. More rapidly developing comprehension skills benefit reading and understanding for upper primary and secondary students.
- The library provision in secondary and post-16 is improving. The underdeveloped primary school library constrains students' reading habits and skills.
- The implementation of the a whole-school reading policy is beginning to improve all reading habits, but especially those of the boys.

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

For Development:

- Improve reading skills in Arabic and in English by the use of well-targeted interventions in lessons, special projects and with improvements to resources in the library.

UAE Social Studies

- The school has skilfully adapted the UAE social studies into a new subject, 'Perspectives', and mapped outcomes across all phases. This supports systematic implementation and cross-curricula links.
- Learners work independently and show understanding by making connections between areas of learning and interacting positively in class. In a number of lessons, they demonstrate the ability to undertake independent research.
- Most students' knowledge, skills and understanding are in line with, and a few above, the curriculum standards of UAE social studies.
- In lessons and recent work, most students make the expected progress in relation to individual starting points and the UAE social studies curriculum standards

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- The school is beginning to implement a framework to support the development of key learning skills, but teachers are not yet providing sufficient opportunities for its use.
- Social responsibility is best exemplified by secondary and post-16 students' participation in external events which promote innovative and technology-driven solutions to environmental and business challenges.
- Teachers develop and promote innovation through discrete events such as 'Innovation month' and 'STEAM week', which are outside the regular curriculum and classroom activities.
- Developing curricular partnerships with a local university support media and psychology students. However, a culture of innovation is not yet fully embedded across the school.
- Senior leaders' provision of professional development supports teachers' increasing understanding of innovative and contemporary teaching.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data and work scrutiny indicate that attainment is above curriculum standards in the primary and secondary phases but in line in the post-16 phase. Students' progress in lessons in achieving anticipated learning outcomes aligns with the curriculum standards.
- Primary students have a secure understanding of Islamic values and some aspects of the Seerah. Secondary and post-16 students are aware of some Fiqh rules and communicate their knowledge and understanding with confidence. Recitation from the Holy Qur'an using Tajweed is not a well-developed feature in the school.
- Enriching and supplementing the curriculum with extra-curricular activities such as the App Development Project and the Islamic Garden are helping to develop students' understanding and application of Islam. However, these activities are not effectively integrated into lessons in all phases.

For Development:

- Develop lesson plans that engage all students in their learning of Islamic education, especially in the primary phase.

Arabic as a First Language

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

- Students across the phases attain levels that are in line with curricular expectations in their listening and speaking and reading, although writing develops at a slower pace. Post-16 students make slightly better progress in their language skills, while all other students make expected progress in lessons and in their recent work.
- Students' reading comprehension and skills of literary analysis vary across the phases. Speaking skills are better developed in the senior sections of the school. However, writing for a variety of purposes and writing creatively lack depth and rigour.
- Recent improvement in the quality of teaching and use of assessment are beginning to impact on students' progress. However, this is inconsistent, because not all lessons are always planned to meet the learning needs of all students.

For Development:

- Improve students' language skills by:
 - raising the levels of challenge and embedding higher-order thinking and research skills in lessons
 - consistently developing teaching practices and the use of assessment for learning to meet students' individual needs.

Arabic as an Additional Language

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

- Students attain levels of listening, speaking and reading that are in line with curriculum expectations. Their writing skills are improving, albeit at a variable pace across the phases.
- The use of vocabulary in speaking and writing is often linked to specific topics of study, with limited applications to new contexts. Reading and understanding of texts on familiar subjects are more secure than with unfamiliar ones. Students' skills in textual analysis are underdeveloped and their written work features recurring grammatical errors.
- The subject is increasingly well resourced. However, in spite of this, students' reading and writing skills are not improving as rapidly as they should be. Students are not benefiting from lessons which extend their active vocabulary in speaking and writing, as well as their ability to self-correct.

For Development:

- Improve students' speaking and writing skills by:
 - enhancing the quality of teaching to ensure more consistently suitable levels of challenge and engagement in lessons
 - using assessment information to influence teachers' planning and curriculum adaptation, and to enable learners to identify their errors and self-correct their writing.

English

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

- A large majority of students in the secondary phase are making effective progress and attain grades in external examinations that are well above curriculum expectations. Attainment in the primary years is lower as students make slower progress in literacy skills.
- Foundation Stage children who are beginning English progress well in listening and speaking. Most students in the upper years of primary and in the secondary phase progress well in reading and comprehension. Primary students' attainment in writing is too variable across all year groups. Upper secondary students develop fluent writing styles.
- The focus on improving reading skills successfully develops fluency and comprehension in the secondary phase. Students analyse challenging texts well. In lower primary classes, targeted interventions in phonics, and guided reading, are beginning to increase skills and boost students' confidence in this aspect.

For Development:

- Improve writing skills in the primary phase by providing more opportunities for students to write and apply what they have learned in spelling and grammar lessons.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable ↑	Good ↑	Good ↑
Progress	Acceptable ↓	Acceptable	Good	Good

- Students' achievements are strongest in the secondary and post-16 phases and attainment is improving in the primary years. Progress with knowledge and understanding in lessons is more secure in the post-16 phase. Learning activities in the FS do not allow children to make the progress of which they are capable in mathematics.
- Students' knowledge of key topics is better than their understanding, as many lessons focus on ensuring that they complete set questions through repetitive practice. Their understanding improves when they relate topics to everyday life, as in the use of percentages in finance, or probability in industry.
- Most students meet the expectations set by teachers in lessons. However, these expectations are sometimes too low and too often lack challenge. As a result, some groups of students do not make the progress of which they are capable.

For Development:

- Ensure that students' understanding of key topics is improved by emphasising their links to real life and through student-led enquiry and discussion.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Acceptable ↓	Good	Good	Good

- Attainment remains acceptable in the primary years due to low internal and external assessment outcomes. Opportunities to achieve more highly in lessons are frequently limited by low expectations and challenge. Lack of opportunity for inquiry-led learning involving prediction, experimentation, and critical thinking limits children in the FS from higher achievement.
- There are differences in attainment in external examinations between the three sciences both at IGCSE and A Level. Chemistry and physics are stronger at IGCSE, but biology, while acceptable, is similar to world averages. A Level physics is the weakest attaining of the sciences.
- Trends in performance over time indicate that external examinations in science are improving overall. In IGCSE, girls' performance has dropped while that of the boys has improved in biology and physics. This was not evident in lessons, where generally girls performed better than boys in secondary school.

For Development:

- Improve the opportunities for children in FS to develop their science skills through more practical experiences and dialogue which encourages enquiry and prediction.
- Provide more opportunities for students to plan their own scientific investigations in the primary and lower secondary classes.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Acceptable	Acceptable	Good

- Across the school, most students in all phases are positive about learning. They communicate their ideas with confidence. Students can collaborate well but, in some subjects, group work is too task-driven, with limited opportunity for discussion. Students regularly support one another during collaborative learning.
- Children in the FS and primary phases are engaged as independent learners who interact well, but these skills are limited during adult directed activities. Upper secondary and post-16 students are increasingly taking responsibility for their own learning.
- The use of technology to support learning is absent from lessons. Critical thinking, problem-solving, enquiry and reflection are not prioritised well in lesson planning. The proactive development of these skills is more well-established for students in the post-16 phase.

For Development:

- Provide more opportunities for students to research through open-ended tasks that extend their critical thinking, enquiry and problem-solving skills.
- Develop students' ability to reflect on their learning through a more consistent approach to the newly introduced 'SECRET' competencies.

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

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

- Across the school, students display positive, responsible and confident attitudes. Older students exhibit increasing responsibility for their own learning. Post-16 students' excellent behaviour, and well-developed sense of responsibility, inform leadership roles, and anti-bullying among younger students.
- Students are self-disciplined. Mutual respect is evident in interactions between peers and teachers. The student council and their Happiness Ambassadors contribute to a harmonious and safe atmosphere in the school.
- Students understand the importance of a healthy lifestyle. They respond well to advice on healthy eating, exercise and physical activity. Attendance is generally good across the school, although it is lower in some secondary years where it can fall to below 94 percent.

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

- Across the school, students have an understanding of Islamic values which is appropriate to their age. They are accepting of one another and show tolerance towards differences. They recognise and understand the importance of national holidays and religious days.
- Students appreciate the UAE's multicultural ethos. They participate in important school events such as National Day and Flag Day. Foundation Stage children participate in cultural festivals and activities, making and designing dirhams and constructing model Majlis.
- Students are proud of their own culture and identity. They share their own culture and the culture of others through the, Ethnic Day and Celebrations Day. The Passport Stamping activity encourages students to be more informed about other cultures.

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

- Students regularly participate in charity work, partnership activities and competitions that are of value to their social development. They are developing an increasing awareness of social priorities, which inspires them to arrive at ideas for their own school campaigns.
- In all phases of the school students have a positive work ethic and take responsibility for their work. The older students value the feedback which they exchange with their mentors, and which helps to inform preparations for the next stages of their learning.
- Students, especially in the primary phase, understand the importance of sustainable living and take care of their environment and surroundings. Students, some appointed as environment ambassadors, are increasingly actively engaged with environmental issues as exemplified by the appointment of environment ambassadors.

For Development:

- Provide further opportunities for nurturing student-led initiatives and decision-making capabilities.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable	Good

- Good, and occasionally very good, upper secondary and post-16 teaching benefits from teachers' clear understanding of examination requirements. Teachers in FS create a positive learning environment, engaging the children well. However, their questioning rarely extends children's thinking.
- Despite a common format, planning in the primary and lower secondary phases varies in levels of detail. At times, learning intentions are insufficiently linked to curriculum standards and lack suitable challenge. Ability groups are identified, but tasks are inconsistently well-matched to challenge or support students.

- Recent initiatives to improve the learning environment, and to explicitly share subject vocabulary, are supporting learning. However, too many teachers still dominate lessons. Consequently, opportunities for students to demonstrate and develop their considerable learning skills are inconsistent.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school carefully analyses all internal and external data on student performance from the primary to post-16 phases and reaches accurate conclusions. In the FS, developing assessment systems aim to provide more reliable information about the children's achievement.
- Teachers are at an early stage of using benchmark data, including cognitive ability assessments, to inform curriculum modification to more effectively meet students' learning needs. Class grouping in the secondary school supports this process well.
- Most teachers know their students well, but do not always use classroom assessments to match tasks and activities to meet the needs of students or to inform learners of what they need to do to improve.

For Development:

- Improve teachers' skills at identifying and building on students' starting points so that lessons are matched to the learning needs of groups of students.
- Consistently provide students with precise and regular feedback on what they need to do to improve their work.

4. Curriculum

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

- Curriculum design and implementation are good, in most subjects and across all phases. The Early Years Foundation Stage and the National Curriculum of England are firmly embedded in curricular plans, though successful implementation is more variable in primary years.
- In a broad and balanced FS and primary curriculum in particular, thoughtfully planned units of study integrate subjects and make learning meaningful. Planning to ensure structured progression in all subjects, and at the transition points, is less effective.
- Modifications following from curriculum review are beginning to have a positive impact on student outcomes, including the new 'Perspectives' programme and the increased focus on reading. The range of curriculum options for students in the secondary and post-16 phases has improved.
- Moral education is integrated into the curriculum and curricular plans ensure that there is good coverage of all aspects of this programme.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- Generally appropriate adaptations meet the personal and academic needs of most students. The FS curriculum provides a variety of learning experiences through themed activities. Suitable modifications meet the needs of students of determination and those with particular gifts and talents.
- Older students are involved in activities that promote enterprise, creativity and social contribution. While some opportunities are provided to develop students' innovative and critical thinking skills, a culture of innovation is not yet fully embedded.
- Programmes within the curriculum enable students to gain a good understanding of the values, culture and heritage of the UAE. These are increasingly integrated across subjects as well as within the Islamic education and social studies lessons.
- Arabic is taught for 45 minutes each week in the FS.

For Development:

- Improve curricular plans to ensure that students learn progressively from their previous experiences.
- Provide more opportunities for all students to develop their innovative, creative and problem-solving skills.

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

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

- Staff provide high standards of care and safety for the students. Procedures and policies, including for child protection, are comprehensive and are effectively communicated to the school community. Older students take a lead in resolving problems between students. Adult supervision is effective.
- Leaders deal promptly and successfully with potential dangers. Regular inspections ensure that the quality of maintenance is high. Premises are clean and hygienic. Some areas of the school building are not accessible to all. Medical staff provide excellent care and support the school's health programme well.
- The orderly movement of students at the end of the day has improved since the time of the previous inspection, as have the systems to ensure the safe departure of students who travel by car. Leaders have begun the process of the careful identification of visitors to the school site.

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

- Positive relationships between staff and students result in a school atmosphere of mutual respect and friendly cooperation. Systems for managing behaviour are known and followed successfully by the school community. Effective procedures promote and monitor good attendance and punctuality.
- The identification of students of determination and those with gifts and talents is accurate. In a minority of lessons, there remains inconsistency in the quality of support, with teachers not taking sufficient account of individual learning needs of students.
- Students receive good support and care from teachers and the school counsellors. Academic support enables most to make appropriate progress. A comprehensive range of career guidance is provided for older students.

For Development:

- Ensure that all lessons consistently provide support that is well-matched to the learning needs of all individual students.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- School leaders and governors are highly committed to inclusive education, providing support for students of determination at no additional cost to parents. Leaders and the inclusion team receive effective support from the inclusion governor.
- Successful assessment systems identify student needs precisely and include reports from outside specialists where required. Barriers to students' learning are judged accurately and this information helps is used to implement intervention programmes, which are usually well-aligned to individual profiles of strengths and need.
- Partnerships with parents are positive and productive. Parents receive weekly progress reports, with regular formal meetings and courses for information. Parents express satisfaction with the personal advice which they receive and with the quality of support for their children.
- Individual education plans (IEPs) are mostly clear and direct teachers' and parents' support. A few plans lack the precision of the best, which hinders the careful judging of progress and target setting. In a minority of lessons, subject teachers do not use the IEPs carefully when planning tasks for individuals.
- Overall, teachers and learning support assistants support students well so that many make good progress. Grouping in English and mathematics and in English from Year 7 allows well-focused additional support. Although the inclusion team supports learning effectively, in some lessons where teachers do not modify learning sufficiently to meet specific needs, student progress is less rapid.

For Development:

- Ensure that all IEPs are used consistently and precisely when planning tasks for students of determination.
- Enhance the quality of teaching to enable teachers to modify lessons, so that the specific and identified needs of students of determination are met.

6. Leadership and management

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

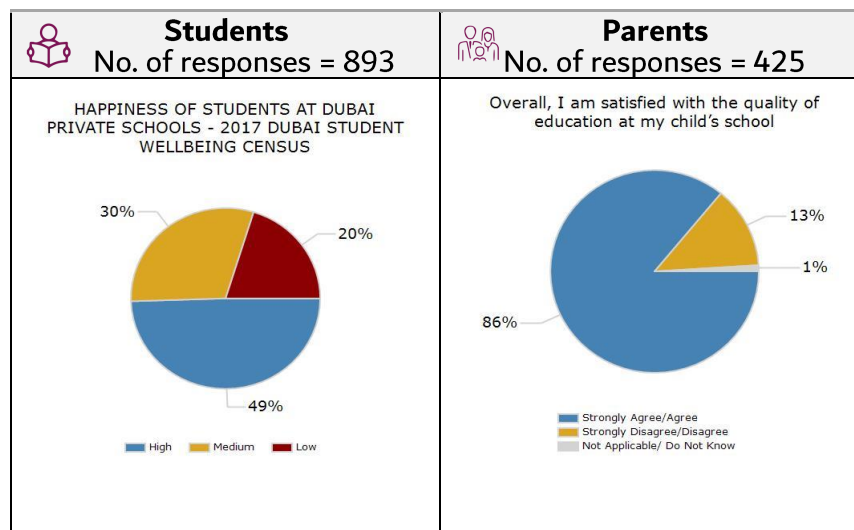
- Dedicated senior leaders provide a clear direction for staff at the school. This is aligned well to their sharply focused vision of meeting the needs of individual students, through the best of contemporary teaching practice. Most leaders, at all levels are aware of the further developments needed to support teachers' improved understanding and application of such practice.
- Senior leaders ensure that teachers are developing a better understanding of performance data which provide an accurate overview of the work of the school. Although action plans identify the key and relevant priorities, they still lack clear measures of success, timescales and accountability. In response to previous recommendations, leaders have overseen important advances in assessment, school self-evaluation, and the capacity of governance to challenge and support the school.
- Although parents acknowledge that they are given the opportunity to engage with the school through, for example, parents' meetings, only a few consider that they are involved in the school's improvement process. They do, however, appreciate the recent improvements in the school. Parents of younger children state that they feel a greater involvement in their child's learning. Overall, a significant number of parents would like more opportunities, including parents' evenings, to discuss their children's progress.
- Governance now represents a wider range of expertise, including parents. A recent, positive initiative allows governors to take on individualised roles, linked to particular aspects of the school's work. As a result, the governing body has a better understanding of the school's, strengths and development needs. Although additional support from the board of governors has led to increased appointments at middle leadership level in the primary phase, the longstanding challenges of teacher recruitment and retention have not been met.
- Management of the school is effective. Timetabling and associated, day-to-day routines are efficient. The school is fully staffed, although teacher turnover remains very high, and this instability is impacting negatively on the overall improvement of the school. Programmes of training support staff development but are not linked to a performance management system. Learning spaces are used creatively and there are sufficient specialist facilities. Quality resources are limited, for example, there are few portable technology devices.

For Development:

- Develop the school's capacity to lead teachers' provision of 21st century learning through well-focused staff development, and through monitoring of their performance.
- Ensure that school improvement planning contains clear statements of accountability, explicit timescales, and measurable success criteria, to enable all stakeholders to understand their respective roles and to recognise progress.
- Develop the ways in which governors can support the school even further to meet its challenges in the drive for school improvement.

The 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 these helped to form inspection judgements.



 Students	Most students have very positive views of their academic confidence and self-efficacy. They feel safe at school and socially at ease with their fellow students.
 Parents	Most parents are satisfied with the quality of education and agree that the school provides value for money. A quarter do not feel that account is taken of their views. Almost all agree that their children are safe at school. Positive comments about the principal and the action to bring about improvement, balance concerns about the length of the school day and the few trips and visits.

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