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

DUBAI Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Cambridge International School

Good

Curriculum
UK

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School Information

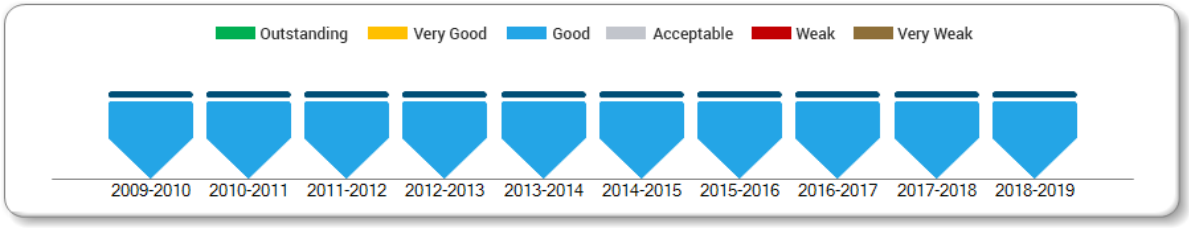
General Information	Location	Al Garhoud
	Opening year of School	1983
	Website	www.gemscis-dubai.com
	Telephone	04-2824646
	Principal	Lachlan Mackinnon
	Principal - Date appointed	9/1/2017
	Language of Instruction	English
	Inspection Dates:	26 to 29 November 2018

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Year 1 to Year 13
	Number of students on roll	2652
	Number of Emirati students	32
	Number of students of determination	72
	Largest nationality group of students	Indian

Teachers	Number of teachers	143
	Largest nationality group of teachers	Indian
	Number of teaching assistants	21
	Teacher-student ratio	19
	Number of guidance counsellors	1
	Teacher turnover	5%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS/A, BTEC
	Accreditation	CIE
	National Agenda Benchmark Tests	GL (PTE, PTM, PTS)

School Journey for Cambridge International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Most students achieve above curriculum standards in English, mathematics and science in IGCSE examinations. They emulate these successes in a wide range of other subjects. Students are confident and motivated. Their oracy skills and senior class discussions are a particular strength of learning. Too many students are not maintaining the very good progress which they make in the Foundation Stage after transferring to the primary phase.
- Social responsibility is exemplary because students understand their responsibilities and enjoy taking leadership roles. They have an excellent work ethic, are willing to volunteer and make creative contributions to community service projects. Students have a thorough understanding of environmental sustainability and participate in a wide range of school and community activities. Appropriate activities for younger students would improve their understanding of Emirati and other world cultures.

Provision for learners

- The very good teaching in Foundation Stage (FS) and in the post-16 phase has a marked impact upon students' progress. Teachers have strong subject knowledge, plan interesting and purposeful lessons and have highly effective questioning skills. Teaching in the primary and secondary phases is good and improving, because of recent training. However, further understanding of the expectations of the English National Curriculum for different subjects and age groups, and of the development of essential learning skills, still needs development.
- The school curriculum has a clear rationale, and is regularly reviewed to ensure wide choices and suitability for all students. It prepares students very well for various higher education and career pathways. Cross-curricular links are explicitly planned to engage students in their learning and to help them in the transfer of knowledge and skills between subjects. However, some learning experiences are repeated when students transfer from Foundation Stage to Years 1 and 2 of the primary phase.
- Very good provision and monitoring ensure high levels of care and concern for students' academic and personal development. All students integrate well socially in lessons and around the school. Students of determination, in the post-16 phase in particular, have targeted support that enables them to make good progress in their studies. Leaders are actively involved in the development of the inclusion department. Outcomes for students continue to improve.

Leadership and management

- Under the very good leadership of the principal, the school continues to improve and to achieve more successful outcomes. A long-term action plan sets a clear direction for an innovative curriculum that provides opportunities for all. Leadership at all levels is committed to these development strategies and is reflective and evaluative in its actions. Positive morale and solid, productive relationships amongst leaders underpin school improvement. There is a need for more rigorous evaluation of teaching in the lower primary phase.

What the School does Best:

- Implementation of relevant actions that are successfully improving provision and outcomes
- The very successful start that young children make in their learning and personal development
- Above average standards achieved by most students at the end of their school career
- Students' personal and social development, including high levels of understanding of different cultures and awareness of social responsibilities
- The wide range of curriculum options and the continuity of learning pathways

Key Recommendations:

- Raise standards in Arabic and Islamic education by:
- creating cross-departmental cooperation to improve students' understanding of how language and appropriate literacy skills underpin learning
- applying learning to the real world to enable students to enquire and research in a wider range of learning contexts.
- Improve the consistency of teaching and assessment in the primary and secondary phases by:
- purposefully developing students' critical thinking, problem-solving and independent learning skills
- improving the continuity of progress in Key Stage 1 by using relevant age-related targets to meet students' learning needs
- giving students more opportunities to develop and share their own opinions in order to engage in debate and discussion.

Overall School Performance

Good

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Outstanding

6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
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 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 Paramete targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments	**is above expectations**

- International assessment data demonstrates good progression overall as the school exceeds targets in mathematics, science and reading in PISA and in Grade 8 TIMSS but the Grade 4 TIMSS mathematics and science show only acceptable progress. The GL scores between the two assessment cycles show very good progression in English, mathematics and science. Science data for GL shows the strongest progress rise from very good to outstanding. PIRLS is at the high international benchmark level reflecting significant improvements in reading and comprehension. Comparisons between N.A.P outcomes and CAT 4 measured potential demonstrate that the large majority of students exceed predictions of their potential.

Impact Of Leadership	**meets expectations**

- The leadership of the school supports the vision and goals of the National Agenda. The action planning is detailed, specifying processes for monitoring and measuring student outcomes. Targeted modifications have better aligned curricula to external assessments. The effective use of assessment information is not yet sufficiently consistent to positively influence teaching practice.

Impact Of Learning	**is approaching expectations**

- Research skills are not being fully developed to assist students to distinguish between relevant and irrelevant information. The use of the scientific method to support investigative practical is underdeveloped. Critical thinking is now a facet of student learning and problem solving is strong but it does not yet include flexibility, open mindedness or inquisitiveness.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Track students' progress in internal and external testing against measured potential, in order to identify key areas of strength and weakness and their preferred learning styles.
- Monitor rigorously the effectiveness of differentiation in lessons to ensure greater consistency in meeting the learning needs of all students.
- Develop all aspects of critical thinking, including essential research skills, allied with a strong, investigative practical science programme that is underpinned by appropriate methodology.

Reading Across the Curriculum

- A new curriculum initiative encourages all students to read a wide range of fiction and non-fiction books aligned to their interests. Teachers are beginning to promote the improvement of reading skills across all subjects.
- The development of reading strategies begins in FS with structured phonics. Students start the primary phase with strong skills in decoding and are increasing in their confidence and enjoyment of reading.
- The library has an inadequate number and variety of books for the size of the school. There is no qualified librarian who can support and motivate students to read widely, or teach them library skills.
- The development of reading comprehension is at an early stage. Subject specific vocabulary is promoted in mathematics and science. Students do not have enough reading opportunities in Islamic education and Arabic.

For Development:

- Review school library resources and usage to encourage students to read widely for pleasure and to learn essential information retrieval and research skills.
- Provide essential training to enable staff to teach the necessary library skills, through planned activities, for all age groups.

UAE Social Studies

- The curriculum is very well planned and linked to humanities subjects. It caters for the needs of all students. Provision is skilfully enhanced by the use of a wide range of exciting resources.
- Students use well-developed collaboration and research skills to explore concepts such as global perspectives. During group work, they share prior knowledge very effectively.
- The large majority of students attain levels above expectations in relation to their skills, knowledge and understanding. This is demonstrated when comparing facts about the GCC countries.
- The large majority of students make better than expected progress in relation to the use of refined learning skills and a knowledge and understanding of the curriculum topics.

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

Innovation

- The schools' robust innovation strategy, developed in consultation with all school and student leaders, indicates a clear commitment to the promotion of a culture of innovation as part of improvement actions.
- The Innovation Day is a very good example. It is held in all year groups and aims to create a culture of innovation through collaboration, risk-taking, critical thinking and imagination.
- Some aspects of an outstanding curriculum are planned to nurture student innovation and are highly successful for older students. They have the opportunity to enter competitions, and have won prestigious awards for their innovative ideas.
- Students' involvement in senior leadership discussions and council groups provides many entrepreneurial opportunities. In English, a wide range of opportunities for enterprise is offered. Curriculum themed weeks incorporate business and enterprise elements.
- This level of opportunity is not consistently planned in mathematics or in the wider primary curriculum.

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

1. Students' Achievement

Islamic Education

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

- Students in the primary and secondary phases demonstrate levels of understanding of Islamic education that are in line with curriculum standards in lessons and in work over time. Post-16 students demonstrate a higher level of understanding in areas such as worship, marriage and divorce, and also in purchasing and trading issues.
- Primary students have an appropriate level of basic understanding of Islamic principles such as morals and prayer. Secondary students have a deeper understanding of Seerah and of the biographies of the companions of the Prophet (PBUH). Recitation and Tafseer are developing well across all phases.
- Students' knowledge of principles and values are stronger than their ability to implement these values in real life. Post-16 students are able to connect their opinions to the Holy Qur'an and Sunnah.

For Development:

- Provide more opportunities for students to relate Islamic principles and laws to real-life situations.

Arabic as a First Language

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

- Students' good progress and attainment in the primary phase are not being consistently maintained in the secondary phase. This is presently being addressed in the post-16 phase, although lost time in learning is presently resulting in underachievement.
- Students' listening and understanding are stronger than other skills in the primary phase. Reading skills are steadily improving in the post-16 phase. Students are able to read extended texts with sufficient levels of understanding. In all phases, writing is not as strong as other skills.
- Ongoing improvement is evident in the development of listening and reading. Improvements in the development of creative writing and in spoken communication and discussions, are inconsistent across all phases.

For Development:

- Improve writing and conversation skills by aligning all learning outcomes to the MoE standards.
- Provide sufficient opportunities in lessons for extended speaking and creative writing.

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

- Performance in lessons and work in books of primary and secondary students confirm acceptable attainment. The progress made in each phase compared to entry points is also acceptable. Girls' attainment and progress are slightly better than boys'.
- Students' listening skills are the strongest aspect of their learning across all phases. Speaking is limited to short conversations, and requires further promotion and challenge.
- Reading familiar texts is an acceptable feature of lessons, as is the improvement of students' listening and responding skills. However, because improvements in speaking and independent writing are not consistent progress is limited across both phases.

For Development:

- Improve literacy skills, including the comprehension of appropriate texts and extended writing.

English

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

- Where attainment is above curriculum standards, it is often due to the accelerated development of students' speaking and listening skills. There is slower progress in elements of these skills in the primary phase, essentially because students have fewer opportunities to practice these skills in different contexts and genres.
- Most children in FS2 can write simple sentences. Almost all students make good or better progress in writing in a range of styles and use punctuation and grammar correctly. Primary students have too few opportunities to write at length with a particular audience in mind.
- Reading skills are developing effectively across the school in English lessons. Most students read a book of their choice daily in school and three times each week at home. They also regularly learn reading skills in small focused groups.

For Development:

- Provide primary students with more opportunities to write at length and in different styles.

Mathematics

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

- Mathematics taught through real world contexts results in very good progress across three phases. However, the lower primary work is not challenging enough to promote stronger achievement in the phase as a whole. In the post-16 phase, weak AS results reduce the attainment level to good overall.
- Children in FS apply early number skills to everyday life. Students in Year 6 enjoy solving real-life problems involving fractions and percentages. Secondary students attempt more complex topics but find algebra challenging. Post-16 students are confident mathematicians when exploring challenging areas of mechanics and statistics.
- Students use mathematical language confidently in explaining their work, reflecting a greater emphasis on key vocabulary. Critical thinking, enquiry and research skills are underdeveloped, while problem solving and reasoning are a strength.

For Development:

- Ensure that critical thinking, enquiry, problem solving and research skills are fully embedded in the mathematical development of students at all grade levels.

Science

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

- The progress needed to maintain the very good attainment in FS, falters in the primary phase because of more variation of provision. The Year 4 international benchmarks for primary science are acceptable. Results in internal examinations, and in national and international tests, are at least very good.
- In the primary phase, students' practical and investigative skills are often underdeveloped. In the secondary and post-16 phases, students lead lessons when carrying out practical investigations. They also work independently to evaluate outcomes and to record their results.
- The recent introduction of student-led learning and investigative work is impacting well, but still has inconsistent outcomes. Students are not challenged enough to produce work that is characterised by deeper thinking, based on independent, research-based investigations.

For Development:

- Provide a greater level of challenge for all students by improving their research, investigation and critical thinking skills.

Learning Skills

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

- The development of learning skills is strongest in FS and in post-16 classes. Here, students respond positively and skilfully to a wide range of teaching and questioning strategies. They make effective links between subjects and understand what is needed to improve their work.
- Post-16 students develop critical thinking and problem solving skills, which they readily apply to new tasks. Research and inquiry skills, however, are not as well developed across all phases and subjects, particularly in science, mathematics and Arabic.
- Recent improvements in teaching are resulting in better opportunities for students to collaborate and share ideas. Students are enthusiastic and enjoy school. They are taking increasing responsibility for their own learning.

For Development:

- Provide more opportunities for students to develop their research and inquiry skills across all subjects in the primary and secondary phases.

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

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

- Students have positive attitudes and are well disciplined throughout the school. They are very respectful and courteous to adults. Students manage their own their behaviour, both in and out of classes and react positively to any feedback given to them.
- Students take personal responsibility very seriously. They are supportive of their fellow students, and make a significant contribution to the school's positive learning environment. They are keen to make healthy food choices. They enjoy being in a school where bullying is not an issue.
- The school has introduced a system that attempts to promote attendance, punctuality, behaviour and achievement. This has resulted in improved behaviour across all year groups. However, attendance figures are still below what would be expected.

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

- Students across all phases have a keen appreciation of how Islamic values impact on their daily routines and on life in Dubai generally. In the secondary and post-16 phases, in particular, many of these values influence students' habits and relationships.
- All students appreciate the heritage and culture of the UAE. They understand the importance of belonging to the UAE and respecting their history. They participate in a number of cultural activities and events, reflecting their advanced levels of commitment and appreciation.
- Students demonstrate an excellent understanding, awareness and appreciation of their own culture. However, in the primary phase, they are less aware of Emirati and other world cultures.

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

- The manner in which students take personal responsibility for their actions is exemplary throughout the school. They understand their roles within a large community and thrive on taking leadership positions. They willingly initiate new projects that have a positive impact on the school and the wider community.
- Students have an excellent work ethic. They are willing to volunteer, and contribute to community service projects. They demonstrate creative and innovative ideas. They participate in local and international activities such as fund raising for charities and global innovation competitions.
- Students are very aware of global environmental issues. They care for their own school environment. They have a thorough understanding of the benefits of sustainability, and participate in school and community activities such as 'World Environment Day', 'World Water Day' and 'The Young City Makers'.

For Development:

- Improve primary students' awareness and appreciation of Emirati and other world cultures.

3. Teaching and assessment

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

- Effective teaching in FS and the post-16 phase has a positive impact upon students' attainment and progress. Teachers in these phases have strong subject knowledge. They plan interesting and purposeful lessons that engage students in their learning.
- The strongest teaching is characterised by highly effective questioning, together with individual support and challenge to maximise students' achievement. Post-16 teachers promote students' skills in problem-solving and critical thinking well. These aspects of learning are not consistently developed in other phases.
- Teaching in the primary phase has improved because effective professional training is improving teaching skills. More has to be done, however, to ensure that Key Stage 1 teachers understand the age-related standards of the English National Curriculum for different subjects and students' abilities.

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

- Internal and external assessment data are closely aligned. Accurate assessment data enables adjustments to be made to teaching and learning in order to provide suitable challenges for students of all abilities. These processes are more systematically applied in FS and in the post-16 phase.
- Students' progress and attainment are carefully tracked. Target setting is effective and encourages students to take greater responsibility for their own learning. Data are used well to modify curriculum provision in all subjects. The quality of teachers' written feedback on students' work is inconsistent across subjects.
- A strong programme exists to help teachers use both attainment and cognitive data as part of their daily lesson planning. In practice, lesson modifications, based on this information is not yet sufficiently developed to meet the learning needs of all groups and abilities.

For Development:

- Train and support teachers to make better use of the available assessment data to provide work that meets the learning needs of all students.

4. Curriculum

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

- The school curriculum has a clear rationale and is aligned to both the English and UAE national curricula. Secondary, and more particularly post-16 students, benefit from an excellent range of options that prepares them very well for higher education and career pathways.
- Leaders monitor the curriculum regularly to ensure that new learning builds on what students already know, understand and can do. However, there is some repetition when students make the transition from FS to primary. Transition arrangements are not monitored carefully enough to ensure progression in learning.
- Cross-curricular links are planned to engage students in their learning and to help them transfer knowledge and skills between subjects. The extensive and varied range of after school sessions provides opportunities for students to participate in enjoyable activities that further extend their learning experiences.
- Moral education is taught as a discrete subject in most years between Years 1 and 13. The exceptions are Years 10 and 11, where it is integrated into other subjects.

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

- Throughout the school there are many strengths in the way in which the curriculum is adapted to improve provision. In the post-16 phase, the breadth of options and courses enables students of differing abilities and interests to achieve highly in their chosen subjects.
- A wide range of extra-curricular activities enriches the curriculum and helps to close the gaps identified in students' learning. Special curriculum events and cross-curricular themes greatly enhance students' appreciation of the UAE. Numerous links with the community offer students opportunities to be enterprising and innovative.
- Leaders' actions to adapt curriculum provision in Arabic and Islamic education have been particularly successful. In English and science, modifications of the curriculum to meet the needs of all students have been implemented following the effective analysis of data.
- Children in FS1 have one 30-minute lesson each week, and those in FS2 have two.

For Development:

- Improve the continuity of curriculum planning in all subjects from FS to the primary phase, to provide greater continuity and progression in learning.

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

- Rigorous safeguarding arrangements and very detailed procedures ensure the safety and security of everyone on the school premises and on school transport. All staff, students and parents understand these procedures. The school protects students very successfully from all forms of abuse.
- Medical staff monitor students' health regularly and provide very effective care. They maintain a detailed register of any accidents and injuries. Safe and healthy living is strongly promoted through talks by the school nurse, in physical education lessons and in extra-curricular activities.
- Buildings are very well maintained and have been upgraded with new furniture, ramps and new signage. The premises and facilities provide a safe and secure physical environment for everyone. Canopies shade open playground areas from the sun very successfully.

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

- The school shows considerable care, concern and compassion for all students' academic and personal development. The quality of guidance and support for the post-16 students encourages high aspirations. Academic and pastoral staff help students to make well-informed decisions about subject choices linked to future careers.
- All students integrate well socially, in lessons and around the school. There is a very effective pastoral support system. Relationships between all members of the school community are respectful. Teachers encourage good behaviour. Attendance is not always managed rigorously.
- Additional support for English language learners is having a positive impact on the development of their use of English. More students have access to the core curriculum across all subjects. In the post-16 phase, students of determination have well-planned, targeted support which enables them to make good progress in relation to their starting points.

For Development:

- Ensure that more students attend school regularly and have maximum time for learning.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Good

- This is an inclusive school which welcomes students of determination. Leaders are committed to ensuring that outcomes for students continue to improve. The strategic plan is ambitious and already some targets are being met. There is a considerable investment in resources to achieve the goals.
- The school has improved its identification and assessment procedures. In FS, teachers check if children making the expected progress and, when necessary, intervene quickly to provide suitable support. The newly designed Individual Education Plans provide detailed information for class teachers to guide their lesson planning.
- Parents receive regular information about their children's progress, and personal and social development. They appreciate the strong partnership with the school and their personal involvement in information workshops which helps them to provide learning support at home.
- Teachers modify the curriculum so that students of determination are engaged in relevant and meaningful learning activities. Expectations for the progress for all students are not yet established in all subjects. However, leaders provide training, when needed, to support the planning of engaging and challenging lessons.
- Robust assessment and tracking systems indicate when students of determination are moving towards, or meeting, age-related expectations. Significant numbers of post-16 students are making good progress in their chosen courses, learn independently and acquire life skills that prepare them well for further education or careers.

For Development:

- Ensure that teachers of all subjects use strategies and resources that are consistent and effective in meeting the individual needs of students of determination.

6. Leadership and management

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

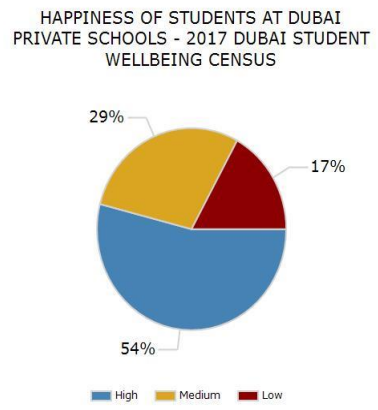
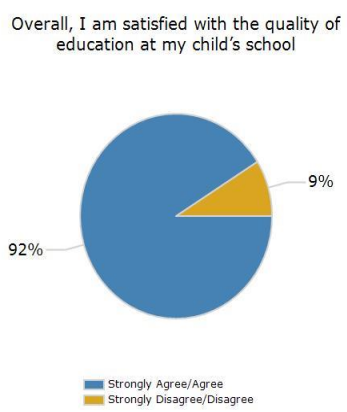
- Since the last inspection, the school has maintained a momentum for positive change and improvement. Under the strategic leadership and ambitious plans of the principal, the school continues to improve provision and outcomes in many areas. Some outstanding and innovative curriculum provision provides equal opportunities for all. Positive leadership at all levels is committed to relevant UAE priorities. The school conveys a very positive ethos and a consistency of understanding of the requirements for development.
- Action plans for improvement are underpinned by systematic self-evaluation that provides reliable evidence for meeting targets. Further distribution of academic and pastoral leadership is enabling the school to monitor and evaluate development plans more accurately. The principal and his senior leaders rightly identify the need for further professional training to improve teaching skills. They have clear procedures to evaluate their effect by considering students' outcomes. These actions have yet to impact sufficiently to improve provision and outcomes in some lower primary classes.
- Parents are extremely positive about the quality of education which the school provides. They are successfully engaged as partners in their children's learning. They hold the school in high regard. They appreciate the fact that they receive comprehensive and accurate feedback on their children's academic, social and emotional development. Communication between school and parents includes the use of the digital technology, written reports, and personal meetings. There is an active and well-supported parents' association.
- Governors are well informed of the impact of recent school improvement plans. Their collective expertise enables them to make a significant contribution to school improvement. Increased levels of staffing, resources and accommodation have contributed to the school's improvement. Closer monitoring of the day-to-day provision would enable governors to act more effectively as constructive critics of the schools' work.
- The day-to-day management of the school is very well organised. Staff are suitably qualified and participate successfully in extensive professional training activities. Movement around the school is very well managed, ensuring students' safety, and punctuality between lessons. The new outdoor staff and student areas provide helpful spaces for personal work and study. Additional digital technology would enhance learning and teaching across the school.

For Development:

- Increase the provision of digital technology, especially in the primary phase, to improve independent and research-based learning.
- Monitor and evaluate teaching and learning more rigorously with an aim of improving differentiated teaching approaches in the early primary phase.

The View of parents and senior students

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

Students No. of responses = 712	Parents No. of responses = 325
	

Students	• Most students report that they are happy and optimistic in life, and that they persevere with issues and problems. Almost all have positive feelings about their academic ability and their achievements. They feel positive about school life because of their strong relationships with adults and within their peer groups. Very few indicate that they experience any kind of bullying or antisocial behaviour at school.
Parents	• Almost all parents agree that they are satisfied with the quality of education which the school provides. They state that teachers listen to their views and that their children are kept safe at school. They indicate that their children are confident about their academic ability. A minority of parents feel that bullying is an issue. Inspection findings do not support this view.

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