"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

Dubai Carmel School

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 20

School Information

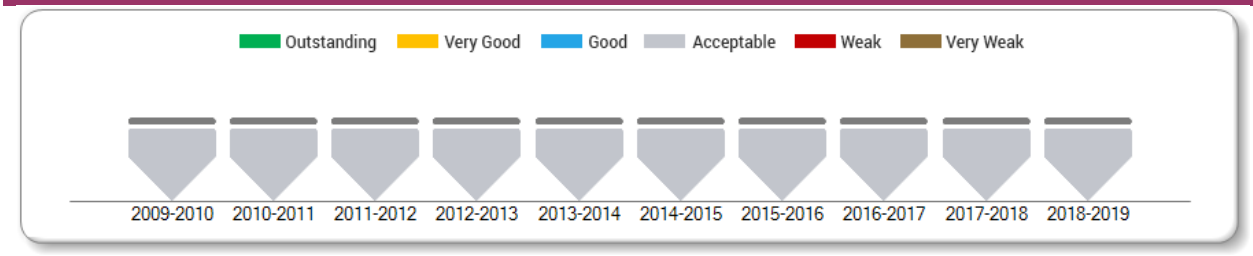
General Information		
	Location	Al Nahda
	Opening year of School	1990
	Website	www.dubaicarmelschool.com
	Telephone	042675424
	Principal	Alia Abu Younis
	Principal - Date appointed	1/6/1990
	Language of Instruction	English, Arabic
	Inspection Dates:	14 to 17 January 2019

Students		
	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	FS 1-Year 13
	Number of students on roll	791
	Number of Emirati students	60
	Number of students of determination	80
	Largest nationality group of students	Arab

Teachers		
	Number of teachers	76
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	35
	Teacher-student ratio	1:10
	Number of guidance counsellors	6
	Teacher turnover	23%

Curriculum		
	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	UK/IGCSE/AS Level
	Accreditation	Cambridge International Education
	National Agenda Benchmark Tests	GL

School Journey for Dubai Carmel 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	• The school's performance has improved in the transition phase from Foundation Stage (FS) to Year 3 and in Islamic education and Arabic. Insufficient improvement has been made in students' attainment and progress in English and in aspects of mathematics and science. In English, students' progress has declined in the secondary phase, and their attainment is now weak across three phases of the school. • Students are increasingly developing their understanding of the environment and their global responsibilities through recently-introduced cross-curricular activities. Students' application of Islamic values and their awareness of the UAE and world cultures remain outstanding in the FS and very good across the other phases. Students' innovation skills are emerging in their ability to think critically.
Provision for learners	• Teaching is most effective in the FS and in Islamic education and Arabic. It is improving in the lower primary phase as a result of the enhanced transition arrangements. Teachers are benefiting from better lesson planning that increasingly focuses on assessment information. Teachers, particularly in the other subjects and phases, are not consistent in differentiating lessons to effectively meet students' varying needs. • Curriculum design and adaptation remain good in FS. Recent modifications in the lower primary phase are impacting positively, as are recently-introduced innovation and STEAM initiatives across all the phases. Subject teachers are adjusting their approaches to promote more cross-curricular links. However, some teachers are not yet consistently delivering age-appropriate or suitably-challenging learning activities. • The school's strong commitment to inclusion and support for students remains good across all phases of the school. An increased focus on health and well-being through whole-school collaborative approaches is enhancing students' commitment to healthy lifestyles. A care and support counsellor is helping ensure that students feel supported and that students of determination continue to receive well-targeted support.
Leadership and management	• The principal has over-delegated responsibility to middle leaders. Most senior leaders have insufficient expertise on the National Curriculum for England and its relevant assessments to provide suitable challenge and support. Middle leaders are collaborating more effectively but are inconsistent in their impact on raising students' attainment and improving their progress. The school has yet to address the academic weaknesses, particularly in the secondary and post-16 phases of the school.

What the School does Best:

- Students' attainment and progress in Islamic education and Arabic
- Students' involvement in school-based community and environmental activities and their understanding of Islamic values
- The improved transition from FS to the early primary phase, which is impacting positively on students' achievement levels.

Key Recommendations:

- Improve weak areas of students' attainment and progress by:
  - ensuring that boys' commitment to their work is comparable to the girls' in English
  - improving the consistency of teaching to deliver age-appropriate curricula
  - developing students' skills in research, investigation problem-solving and critical thinking across the curriculum, especially in mathematics and science.
- Improve teachers' understanding of how to use assessments to address gaps in students' learning, to differentiate more effectively their teaching to meet students' needs and to assess more accurately the progress being made.
- Appoint a suitably-qualified and experienced senior school leader who has up-to-date knowledge of the English National Curriculum and related assessments, can provide strategic leadership and direction for the school and can provide the suitable challenge and support to improve students' attainment and progress.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	Good
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, 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments	is approaching expectations

- The school has not met its PISA targets in reading, mathematics and science. In TIMSS, only Grade 8 science made good progress. The NAP scores show weak progression in English and mathematics but good progression in science. Transition from IBT to GL testing resulted in acceptable progression. PIRLS attainment is well below the average score for UK schools in Dubai. Comparisons between NAP outcomes and CAT 4 measured potential show that a large majority of students exceeded predictions of their potential in mathematics and science.

Impact of Leadership	is approaching expectations

- The leadership of the school supports the vision and goals of the National Agenda, as evident in their detailed action planning. However, the monitoring and measuring of student achievement show minimal improvement. Modifications have better aligned curricula to external tests. Teaching is not strongly influenced by assessment information.

Impact of Learning	is approaching expectations

- Different interpretations of critical thinking exist among teachers. Despite this, stronger critical thinking skills are developing in the upper phases. Research skills are not taught formally so research is an underdeveloped area of learning. In science, the scientific method is not sufficiently embedded to support students' critical thinking and research skills.

Overall, the school's progression to achieving its UAE National Agenda targets is approaching expectations.

For Development:

- Ensure all students understand the significance of benchmark testing and prepare them more effectively to perform to their potential in all external testing.
- Provide skilful training for teachers on the effective use of assessment in differentiation in lessons to ensure greater consistency in meeting the learning needs of all students.
- In science, embed the scientific method across all phases to ensure that students routinely make predictions, conduct investigations, evaluate data and draw reasoned conclusions.

Reading Across the Curriculum

- Students' reading skills are weak but are beginning to improve. They are significantly better in Arabic than in English, and girls achieve better than boys, particularly in the secondary phase.
- Students' Arabic reading skills are well-developed in all phases. Their skills and confidence in using reading strategies in English are underdeveloped.
- The school's library programme is only beginning to engage, motivate and support students in their journey to become life-long readers.
- The school has yet to develop a whole-school plan to guide the development of reading skills in every subject area to meet the stated objectives.

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

For Development:

- Develop a whole-school policy and plan for reading across the curriculum that includes professional development for all teachers.

UAE Social Studies

- The curriculum is taught effectively from Year 2 to Year 9 in both Arabic and English as discrete lessons and through cross-curricular aspects.
- Students share their experiences of living in the UAE in class discussions and at assemblies, when appropriate. They also contribute to class discussions on wider world perspectives.
- Most students achieve expected levels against the UAE social studies curriculum standards. A significant minority work beyond these levels, especially when engaged in school activities and events related to their life in the UAE.
- Most students make good progress from their starting points and prior knowledge.

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

Innovation

- Children in FS design games creatively, and older students produce school magazines. Students are less skilled in reflecting on their learning or problem-solving.
- Students are becoming increasingly responsible for the environment and their health through working collaboratively on practical activities, such as creating a school garden or carrying out research on global health issues.
- With the exception of ICT and science teachers in the secondary and post-16 phases, most teachers do not provide sufficient opportunities for students to develop innovative skills.
- The curriculum has yet to be designed to ensure a common understanding of the expected innovation skills.
- The new leader of innovation is working with innovation champions to improve strategic planning. They are yet to evaluate their work and improve teachers' understanding of innovation through professional development.

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	Good	Good	Acceptable

- Students' attainment and progress in their knowledge of Islamic concepts are above expectations in Primary and Secondary. This is securely reflected in their coursework and lesson activities. In Post-16, students demonstrate an understanding which is in line with age-related and curriculum expectations.
- In the primary phase, a majority of students have a solid knowledge of the key principles of faith and worship in Islam. In the secondary phase, their understanding and knowledge of Seerah, and the principles of worship are strong. In the post-16 phase, students' understanding, and skills related to the Holy Qur'an, such as Tafseer, are less developed.
- Students' understanding and knowledge of Seerah is stronger than their understanding of how to apply it to their lives. Across the school, students' skills of recitation and memorisation are underdeveloped.

For Development:

- Improve students' outcomes in the post-16 phase and develop the skills related to the Holy Qur'an and Hadeeth, particularly those related to Tafseer.
- Provide more accurate internal assessments that reflect students' actual achievements in order to inform their next steps.
- Modify the curriculum in order to match the needs of different groups of students.

Arabic as a First Language

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

- Students' attainment is strongest in the primary and secondary phases in all language skills. In Post-16, students' skills in speaking and reading and their independent writing are not well-developed.
- Children in FS and primary students form letters, sentences and paragraphs that are above age-related expectations and contain no spelling mistakes. In Post-16, they meet age-related expectations. Across the phases, a majority have the ability to speak widely about varied topics using complex sentences and unfamiliar words.

- Students' listening and comprehension skills are well-developed in FS and Primary. Students show sound understanding when participating in dialogue with each other and with their teachers or when responding to their teachers' instructions. This is less consistent at Post-16.

For Development:

- Increase the level of challenge for students at Post 16, particularly in using more open-ended questioning to develop their critical thinking, listening and speaking skills.

Arabic as an Additional Language

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

- In the primary phase, students now attain above age-related expectations, particularly in their listening and comprehension skills. Secondary students attain in line with age-related expectations. Students are progressing well in speaking and reading for understanding and can summarise what they have read when speaking with others.
- Independent writing is underdeveloped in both phases. While students can copy sentences and paragraphs accurately with limited spelling mistakes, they do not write sufficiently at length. Students, especially in the secondary phase, can only write short personal paragraphs, such as those that are about their summer vacation.
- Students are not organised to reflect the number of years that they have been studying the language nor is teaching modified sufficiently to meet students' ability range or to challenge the more able students.

For Development:

- Divide students according to the number of years of studying Arabic and ensure that they work on tasks that are suitably challenging for their ability.

English

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

- Students' attainment in both the primary and secondary phases remains weak, as it has been for several years. The weak progress in the secondary phase is new for this year. The achievements of children in FS are better than those of older students.
- Most older students understand and follow their teachers' instructions; they can communicate well enough to participate in lessons. The achievements of the girls in the secondary and post-16 phases are significantly better than those of the boys.

- Teachers' expectations of their students are too low. Students, especially the boys, leave too many tasks incomplete. Students' abilities to comprehend texts are very mixed, and the writing skills of the older boys are very weak. Only a few girls write to an acceptable level.

For Development:

- Raise the expectations of all students in the primary, secondary and post-16 phases so that they attain the minimum standards for English in a UK curriculum school.

Mathematics

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

- Students' improved achievement in FS and lower primary reflects the learning gains made from the revised transition arrangements between these phases. However, the quality of students' learning is not sustained and culminates in weak external examination data higher up in the school.
- FS children apply developing number skills to everyday life. Year 6 students enjoy solving real life problems involving time zones across the world. Secondary students attempt more complex topics but find geometry challenging. Post-16 students are becoming more confident in exploring challenging areas of algebra.
- Students use key mathematical language more confidently in explaining their work. Mathematics taught through real world contexts is supporting students' understanding and application skills. Critical thinking, enquiry and research skills are underdeveloped, while problem-solving is a strength.

For Development:

- Ensure critical thinking, enquiry and research skills are fully embedded in students' mathematical development at all grade levels.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Weak	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Students' attainment remains weak in the primary and secondary phases. Although students are progressing in their knowledge and understanding of key scientific ideas, concepts and vocabulary, this has not yet resulted in improvements in their attainment.
- Students in the lower primary phase and boys in the upper primary phase do not perform as well as their peers due, in a large part, to the quality of teaching. This impacts negatively on their enjoyment and development of scientific skills.

- Students' progress over time and their ability to predict, analyse, observe and interpret are improving. However, their weaker English language skills hinder their achievement.

For Development:

- Improve students' achievement by increasing the opportunities for them to develop the 21st century skills of problem-solving and conducting rigorous scientific research using technology.

Learning Skills

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

- Children are actively involved in their learning in the FS and early primary phase. Across the primary and secondary phases, they have varied experiences in being independent or in extending their own learning. This is due to lower teacher expectations, particularly in English, science and at the post-16 level. Students engage more effectively in discussions in Arabic and Islamic education.
- Across the school, students are enthusiastic learners. They make links in their learning between subjects and with real-life experiences. They are less skilled in enquiry and research and are not always sure how well they are achieving.
- The new transition arrangements in the lower primary phase is leading to a more consistent approach to learning and to improvements in achievement. The recent developments in teaching strategies have not yet had an impact on the quality of students' learning skills.

For Development:

- Improve learning through embedding enquiry, research and investigative skills across all subjects.
- Improve the effectiveness of the use of learning technologies across the school.
- Raise expectations of students as independent learners and critical thinkers.

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

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

- Students have positive and responsible attitudes. They are consistently self-disciplined both inside and outside the classroom. They demonstrate strong self-reliance and thrive on critical feedback from their peers and teachers.
- Students are sensitive. They show empathy to the needs of others and respect their differences. Older students volunteer to support younger students in their learning. This includes helping students of determination achieve better.
- Students demonstrate appropriate understanding of how to keep safe, including when using the internet. They are increasingly adopting healthy lifestyles, supported by the medical staff and recent school initiatives on health. Older students regularly monitor their fitness. Attendance is good, and students are punctual to lessons.

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

- Students have clear appreciation and understanding of how Islamic values influence contemporary UAE society. They listen very well to the Holy Qur'an in assembly and apply the principles of Islam in their lives, especially co-operation, respect and protecting the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They engage in a range of cultural activities, sing the UAE national anthem and participate in religious occasions.
- Students demonstrate clear understanding, awareness and appreciation of the cultural aspects of UAE, such as traditional sports and dress. Although students have wide knowledge of their own heritage and culture, their knowledge of other world cultures is not as developed.

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

- Students volunteer and collaborate very well, engaging actively in aspects of learning through STEAM and environmental projects. Older students work as classroom assistants and lead assemblies with confidence. Students are also increasingly leading on activities, such as the developing garden projects and the management of the school aquarium.
- Students are very eager to learn, but the boys are less committed to studying the English language. When given the opportunity, students are creative. For example, students of determination use recycled materials with imagination to create fashion designs.
- Students understand the impact of their initiatives on sustainability and are committed to recycling. They respond very positively to recently-introduced, school-based environmental activities. However, their skills in developing entrepreneurial activities are limited, as is their involvement within the local community.

For Development:

- Provide students with more opportunities to develop their enterprise and entrepreneurship through increased links with the local community.

3. Teaching and assessment

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

- Many teachers have good subject knowledge and plan lessons well, but this is varied across the subjects and phases of the school. Notable strengths in the quality of teaching are evident in some lessons in Islamic education, Arabic, mathematics and in the FS. The teaching of science in the primary phase and of English at all levels is of lower quality.
- Most teachers use dialogue and questioning in their lessons but, too often, at a superficial level that impedes the development of students' critical thinking, problem-solving, research and investigative skills.
- In the best lessons, teachers provide sufficient challenge and appropriate pace. In many lessons, the pace is too slow, and the expectations are too low. This is having a considerable impact on the more able students who are often not challenged well enough.

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

- The internal assessments in the Foundation Stage and in most subjects align well with the year level curriculum standards. The external data allows for the accurate identification of curricular gaps, as well as trends and patterns in students' attainment and progress.
- Assessment information is analysed to identify strengths and weaknesses in students' performance. However, not enough use is made of this information in lesson planning to ensure that work is well matched to students' learning needs. Not all teachers fully understand the implications of the external test results.
- The inconsistency in the marking of students' work results in limited feedback on the next steps for improvement. Peer-assessment and self-assessment are underdeveloped, while the absence of target setting and self-reflection limits students' ability to take responsibility for their own learning.

For Development:

- Ensure teachers use the available assessment data more skilfully to provide work that meets the learning needs of all students.
- Improve the quality of teachers' written feedback to students.
- Encourage students to take more personal responsibility for their own learning through the development of self-assessment and structured target setting.

4. Curriculum

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

- The curriculum has improved in some respects since the previous inspection, particularly in the lower primary years. For example, some teachers can now modify the curriculum to match their students' attainment levels. The school has made a new, AS Level English course available to the post-16 students.
- The FS curriculum follows the English National Curriculum and is generally well matched to the standards. In the other three phases, the curriculum meets the needs of a large majority of students and shows adequate progression in most subject areas. However, it does not adequately challenge students in English, and in science in the higher years, because it limits the development of experimental skills and the application of the scientific method.
- The school is developing more meaningful cross-curricular links between subjects, which are enabling students to connect their learning in different areas.
- Moral education is taught to all students in Years 1 to 11.

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

- Curriculum adaptation is effective in FS and has improved this year in the primary phase, where themes of learning have been established. Personalised tasks are emerging in the adaptations made for students of determination. Curriculum adaptations in the secondary and post-16 phases are inconsistent across the different subjects. The needs of a majority of students are being met, but those of a minority are not.
- Opportunities for enterprise and innovation are emerging, such as through the STEAM programme that is better implemented this year. The limited range of extra-curricular activities available to students has an emphasis on sports.
- The curriculum makes regular links with the Emirati culture and society. For example, social studies lessons integrate the Cambridge topics with local applications that enhance students' understanding.
- Arabic is taught for one lesson each day to children in the FS.

For Development:

- Adapt the curriculum in English so that it enables the high ability students to make more rapid progress.
- Personalise the curriculum for students of determination so that they can take achievable their next steps 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	Good	Good	Good	Good

- The school has rigorous safety and child protection procedures during school time and on buses. All staff are aware of the child protection policy, and the school has effective measures to protect students from abuse, bullying, and cyber-bullying.
- The school environment is safe, secure and hygienic. Staff respond to and record all incidents and accidents. The school is aware of the lack of a school lift but ensures alternative accessibility for students.
- The school effectively promotes a safe and healthy lifestyle. It monitors food options provided in the canteen and is raising students' awareness of the importance of adopting positive personal health and well-being.

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

- Teachers and counsellors promote and monitor student well-being across the school. A career guidance counsellor supports senior students in their career options and future educational choices. Respectful staff-student relationships facilitate positive learning environments. However, in few primary classrooms, poor classroom management interferes with learning.
- Practices to promote good attendance and punctuality are effective. An efficient monitoring system tracks absent and unpunctual students and ensures appropriate action is taken.
- Reports, parental interviews, classroom observations and diagnostic assessments are all used to ensure the early identification of students of determination. Students who are academically gifted are identified by the subject departments. However, there is no overall school policy to guide the identification process or the provision for these students.

For Development:

- Create a policy to guide the identification and personalised support for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- The governor and the champion for inclusive education lead the provision for students of determination and are held accountable for student outcomes. The inclusive education improvement plan does not include measurable targets to facilitate the evaluation of the impact of the taken actions.
- The school is inclusive and welcomes students with diverse special needs. Procedures are in place to ensure that the needs of students are identified, but the identification of specific learning difficulties is underdeveloped.
- Parents engage in the development of individual learning plans and are kept informed of their children's personal, social and academic progress. The inclusion team and the counsellors offer parents guidance on supporting their children at home and on planning for their futures.
- The modified curriculum meets the needs of most students. However, in some subject areas, further differentiation is required. The support provided is having a positive impact on students, but in some instances, it is limiting their independence and restricting their personal and social development. The individual learning plans do not include targets to address non-academic skills.
- Most students of determination acquire knowledge, skills and understanding and make academic progress that meets expectations. Progress tracking and continual monitoring are being used successfully to record improvements and to inform the school on how students can improve even further.

For Development:

- Ensure the inclusive education improvement plan has measurable targets and criteria that can provide evidence of success when actions are completed.

6. Leadership and management

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

- The principal is strongly committed to inclusion but has yet to ensure that all students' needs are being met. Middle leaders are responding positively to increased responsibility and are collaborating more effectively to achieve a coherent approach to school improvement. However, most senior leaders do not have sufficient knowledge of the English National Curriculum and its relevant assessments to provide suitable support or strategic direction to address the weaknesses in students' attainment and progress.

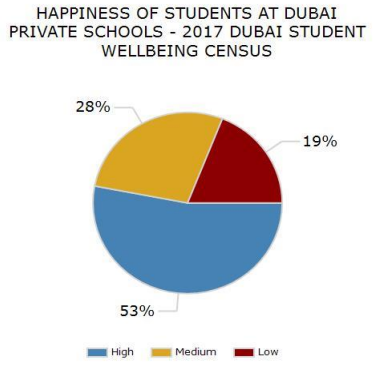
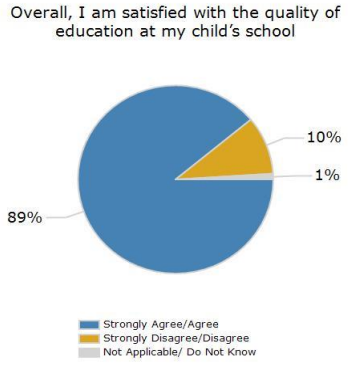
- The school is addressing most recommendations from the last inspection. Planning contains detailed actions, timescales and impact-based outcomes. The school's self-evaluation at the phase level is benefiting from increased use of external and internal assessment data to identify areas for improvement. The impact on improving student achievement is most evident in the FS and lower primary phase. This remains an issue across the rest of the school, particularly in improving boys' English language literacy skills.
- Parents are very supportive of the school and appreciative of the caring and nurturing environment it provides, particularly for students of determination. Communication with parents keeps them informed of their children's progress. A range of activities supports good communication and encourages parental partnerships. The school has only few links with the community that are related to the environment and to the Emirates Writer's Union, but more are being planned.
- The governing board has taken a positive lead in helping restructure middle leadership and teaching posts. They have increased parental and community representation of the governing board. They hold the school accountable through regular meetings and analyses of students' attainment. However, they have not had sufficient impact on ensuring that strategic leadership at the senior school level provides the challenge and support to improve the school's performance, including students' academic outcomes.
- Most aspects of the day-to-day management of the school are adequately organised. The school's procedures and routines are effective, but records of the offered courses and student activities are not always recorded accurately. The school has sufficient staff, the majority of whom are suitably qualified. Teachers benefit from occasional, relevant professional development. The premises are adequate, and specialist facilities are available. However, technology and other essential subject resources are limited. Access to and within the school premises is appropriate for all students.

For Development:

- The principal, supported by the governing body, should develop the quality of school leadership in order to:
  - improve the capacity to address students' weak attainment levels, which are affected by the variable quality of their English language skills
  - improve the use of digital resources to develop students' technology and independent research skills
  - provide a broader range of essential resources to support the learning of practical science and mathematics, especially in the FS and primary phase
  - ensure that the school is accurate in recording the offered courses, activities and programmes of study.

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 No. of responses = 159	**Parents** No. of responses = 127
	

Students	• Most students indicate that they are happy and feel safe in the school. Emirati students are particularly positive about their relationships with their teachers. Students state that they are motivated to learn but are not always confident that they will be successful. A relatively large number of students consider that they are given too much homework.
Parents	• Parents are positive about the school. Almost all believe that their children are healthy and safe in school. Most are happy with the quality of education provided by the school. Almost all consider that they get enough information and support to help their children learn at home. However, the inspection team found that the school can do more to increase parents' involvement in the life of the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae