



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Grammar School

Curriculum: UK

Overall rating: Acceptable

Read more about the school



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“Without
challenges,
we won't feel
the taste of
success and
happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information.....	2
Summary for parents and the community	3
Main inspection report	10
1. Students' achievement	11
2. Students' personal and social development, and their innovation skills	15
3. Teaching and assessment.....	17
4. Curriculum	18
5. The protection, care, guidance and support of students	20
Provision for students with special educational needs and disabilities (SEND).....	21
6. Leadership and management.....	22
The views of the parents, teachers and students	25

School information

General information



Location	Al Garhoud
Type of school	Private
Opening year of school	2006
Website	www.grammarschooldubai.com
Telephone	04-2824822
Address	PO Box: 11230 Al Garhoud Dubai
Principal	William Deacon
Language of instruction	English
Inspection dates	7 to 10 March 2016

Students



Gender of students	Boys and girls
Age range	3-17
Grades or year groups	Kindergarten 1 to Year 12
Number of students on roll	995
Number of children in pre-kindergarten	0
Number of Emirati students	15
Number of students with SEND	88
Largest nationality group of students	Pakistani

Teachers / Support staff



Number of teachers	54
Largest nationality group of teachers	Indian
Number of teaching assistants	10
Teacher-student ratio	1:18
Number of guidance counsellors	3
Teacher turnover	18%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE
Accreditation	None
National Agenda benchmark tests	IBT

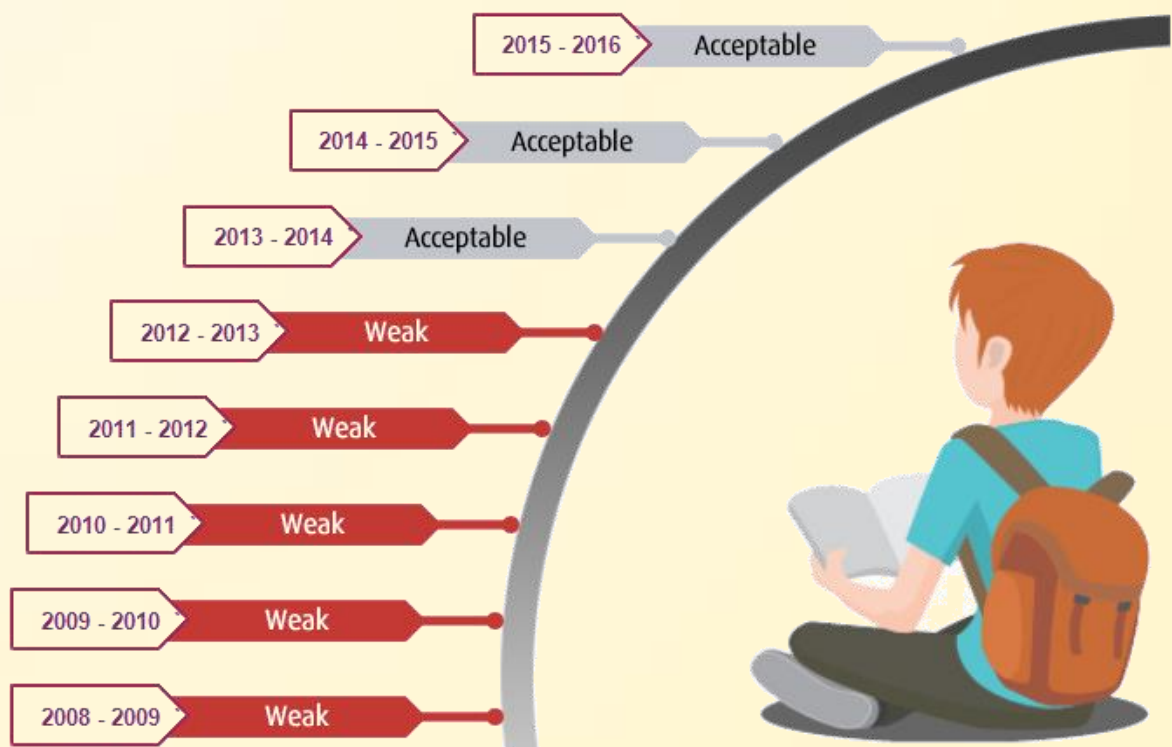


Summary for parents and the community

Grammar School was inspected by DSIB from 7 to 10 March 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Grammar School** provided an **acceptable** quality of education for its students.

- Students' attainment and progress in Islamic education, Arabic as a first language and English were acceptable. Students' attainment in the mathematics and science were variable but generally weak across the school. Progress in these subjects was also variable but generally acceptable. In the early years Foundation Stage (FS) and in Arabic as an additional language, attainment and progress were both weak. Students' learning skills were generally acceptable, but weak in FS.
- Students were too often reliant on their teachers' guidance and direction. This was particularly the case in the FS, where children were seldom given the opportunity to develop an age-appropriate level of independent. Generally, the promotion of innovation and critical thinking was not a focus of learning in the school.
- Students throughout the school demonstrated good personal and social development. They had a good understanding of the UAE culture and Islamic values across the school. The exception to this was in the FS, where children's understanding was only acceptable.
- The quality of teaching, was acceptable in the school. It was not good because of weaknesses in the monitoring, training and development of teachers, and in teachers' use of assessment information to support students' learning, especially among those teachers who were new to the school and teaching.
- In the FS, teaching was weak because teachers did not understand or adhere to the FS curriculum and because teachers' were heavily dependent on video clips as the main focus of lessons. As a result children spent precious learning time watching videos rather than engaging in active learning.
- The curriculum was broad but not generally well balanced. It lacked enrichment, extra-curricular opportunities and opportunities for students to apply their learning to real life contexts. Additionally, the curriculum had not been adequately modified to meet the needs of different groups of students, particularly students with special educational needs and disabilities (SEND), and higher achieving students.
- The FS children were well-cared for, supported, and kept safe. Across the school, health and safety standards as well as the care and support provided to students were acceptable.
- The new senior leadership team provided good capacity for improving the school. They clearly understood the school's strengths and areas for improvement. Most middle leaders were positive and beginning to understand what needed to be done to improve the quality of teaching, assessment and curriculum.



What did the school do well?

- The good capacity of the new senior leadership team, their drive, determination and high expectations for the school community.
- The inclusive and calm nature of the school.
- Relationships between staff and students were respectful and very positive, with a strong sense of a school community.
- Students' good behaviour, attitude to learning, enthusiasm, and enjoyment of school.



What does the school need to do next?

- Review the school curriculum to ensure it is clearly aligned to the expectations in the National Curriculum (England) and that it is appropriately adapted and regularly reviewed to meet the full range of students' needs.
- Closely monitor students' academic progress through rigorous, and regular assessments that take into account the range of knowledge and skills expected by the English curriculum and use the resultant information to modify and refine the curriculum and teaching strategies.
- Improve the quality of teaching and learning across the school and ensure that the school benefits from high-quality English curriculum expertise, from within and outside of the school, to support students' academic achievements.
- Improve provision and children's outcomes in the FS by:
 - ensuring the school closely follows and fulfills the FS curriculum expectations
 - providing high-quality training and support for all staff in FS so that teaching and learning meet the needs of all children.
- Improve the quality of provision for students with SEND across the school so that the needs of all groups of students are fully met.



How well did the school provide for students with special educational needs and disabilities?

- The school monitored the progress of some students with SEND. However, assessment was underdeveloped and information was not used in practice. The curriculum was not modified adequately and differentiation in the large majority of lessons was not matched to needs. As a result, progress in learning for almost all students with SEND was weak.
- Parents were invited to meet with the special educational needs coordinator (SENCO) during the main parent teacher report sessions twice a year. Talks with teachers involved feedback on attainment and results of tests. Individual targets and further on-going provision for students with SEND was not often discussed.
- The school had not developed effectively open partnerships to involve parents enough in their children's progress and support. Parents commented they could contact the school at any time and as often as necessary to discuss concerns. They were happy with the communication, however, they felt they would like to be more involved at the beginning of the identification process to determine provision. Their contribution was limited.
- Parents were encouraged to work closely with the SENCO and the leadership team to coordinate the support for their children. However, information on progress and the support provided was not regular and parents interviewed felt it was up to them to contact the school for further details.
- The school did not provide opportunities for parents to access information, training and support in aspects of their children's needs. Parents were not involved in the development individual educational plans (IEPs). They were informed about the targets set for their children's learning.

National Agenda Parameter



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

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

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- Subject leaders were aware of their targets and had made some modifications to the curriculum. A meeting had been held on the National Agenda for parents and newsletters to them also focused on this. However, those parents that were interviewed were not sufficiently aware of the National Agenda and its vision. Students were very well informed. They were able to explain both TIMSS and PISA, and the rationale behind the National Agenda and understood the purpose of benchmark testing.
- Heads of departments had analysed previous test data and identified areas of weakness. They had begun to make appropriate changes to the curriculum in terms of content and in time allocation.
- Whilst not consistent across all lessons and subjects, example of good practice existed. In a Year 8 English lesson focusing on persuasive writing, the teacher skillfully promoted group discussion by asking all the students to present their opinions on 'why should one not eat meat?' The students were then asked to express their opinions, in written form, in a persuasive manner.
- Learning technologies generally, did not feature in lessons other than teachers using the whiteboards. One exception was in FS, where some children were using calculators on iPads to check their two-digit number additions. Other resources were mostly restricted to worksheets and textbooks and opportunities were missed by teachers to incorporate practical work into lessons.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- The principal was fully supportive of the potential for innovation to influence the school's development. The school's current context with new leadership limited opportunities for innovative practice, with the exception of a few projects originating through some core subjects classes. The school leadership had begun to plan for additional resources, restructured classroom spaces and modified teachers' timetables to promote collaborative planning. School leaders were planning for extra-curricular activities to provide for students to be more creative and resourceful, as well as entering external competitions to promote the development of innovation skills.

Overall school performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	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	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Acceptable	Not applicable
Mathematics 	Attainment	Weak ↓	Acceptable	Weak ↓	Weak
	Progress	Weak ↓	Acceptable	Acceptable	Acceptable
Science 	Attainment	Weak ↓	Weak ↓	Weak ↓	Acceptable
	Progress	Weak ↓	Weak	Acceptable	Acceptable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Weak ↓	Acceptable	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

	All phases
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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Weak ↓	Weak ↓
Science	Weak ↓	Weak ↓

- Children's attainment and progress in English were acceptable. Most children could understand and follow simple instructions and directions, but their spoken English was still developing. For example, most expressed themselves using short sentences. Most children could write the letters of the alphabet, and their names. A few children were reading simple words and the more able could decode words to read very short sentences.
- In mathematics, children's attainment and progress were weak. Most could recognise numbers from 1 to 10 and the majority of older children could count from one to twenty. Most securely understood numbers up to 10. Their numeracy skills, including counting, sorting, measuring and patterning were not progressing at age appropriate levels.
- In science, children were beginning to develop an understanding of the world around them. They were learning about the conditions that seeds and plants need in order to grow. Most children knew that plants needed the sun and water to grow. Attainment and progress in science were weak because the majority of teachers were not secure in their knowledge of how young children learn science and there were, limited opportunities for children to develop skills of curiosity, exploration and investigation of the world around them.

Primary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Weak ↓	Weak

- In Islamic education, most students demonstrated acceptable knowledge of the key principles, values and forms of worship in Islam. Attainment and progress were broadly in line with national curriculum expectations. Students made adequate progress in learning simple facts about the Prophet (PBUH) and how to recite a few short Surahs from the Holy Qur'an. They also made steady progress in learning about a number of moral values in Islam. There were no external assessments for this subject in this phase in the school.

- In Arabic as a first language, most students attained levels of knowledge and skills that were in line with the national curriculum standards. Their attainment had not improved significantly in recent years. Students' speaking and listening skills were well-developed; they were able to listen and respond with confidence. Reading and writing skills were a developing feature, in particular, in upper primary. Most students, were making adequate progress in relation to their starting points.
- In Arabic as additional language, in the absence of external measures, less than three quarters of students attained levels that were in line with general expectations in most language skills. They could communicate using simple familiar phrases appropriately, but the speaking skills of students in lower primary were well below curriculum objectives. Students in upper primary made better progress in developing their listening and reading skills. However, their progress in writing skills was slower. The attainment of the most able and least able students was limited in all grades. Overall, progress was slow in relation to students' starting points.
- In English, attainment and progress against the National Curriculum standards were acceptable for both boys and girls. Lesson observation and students' workbooks indicated a more positive picture than found in external and internal testing results. Students demonstrated basic competency in English comprehension and speaking skills, often without clarity. There were limited opportunities for writing, collaboration, and for extended writing.
- In mathematics, most students attained levels and made progress that were in line with curriculum standards throughout the phase. The school had started to use International Benchmark Tests (IBT) to measure attainment but the results were not a reliable measurement of attainment as only a selective group of students had taken the tests. In lessons, attainment and progress were acceptable. Work set by the teacher did not always match the year standard and, as a consequence, some students were not challenged sufficiently. In a Year 4 lesson, most students were able to recognise right angles and the properties of a square. Over time, levels of attainment, had been in line with curriculum expectations and standards.
- In science, attainment and progress were weak when compared with international and English National Curriculum standards. Internal tests were used to help the school check how well students were learning. Students were able to understand only superficial learning points in lessons. Progress was slow because they did not understand enough detail about the science they were learning. For example, students could only name a few parts of a flower and almost all could not explain how the different parts helped plant reproduction. Investigative skills were weak because there were not enough opportunities to test students' own ideas about science. The progress of students with SEND was weak.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Weak ↓	Acceptable
Science	Weak ↓	Acceptable

- In Islamic education and in their recent work, students' knowledge and understanding of Seerah was within the levels expected the curriculum. Most students were improving their understanding of how to link the Islamic values they learned to their every daily lives at home, at school and in the community. Students understood the importance of Zakah and the value of different types of prayers. They continued to develop their Qur'an recitation skills and were beginning to develop an understanding of the meaning of the verses they studied, such as the verses from Surat Al Mi'raaj. Progress was slightly better for the girls in this phase. There were no external assessments for this subject in this phase in the school.
- In Arabic as a first language, students' attainment and progress were acceptable against national curriculum standards. Most students demonstrated an adequate level of reading for understanding and in the skills of skimming and scanning for key information, in wide range of different text. A minority of students made better progress in dictation and applying new vocabulary in meaningful sentences. For example, in Year 8, students identified word roots and used verbal noun in complex sentences. However, this was not common across all year groups. Most students made slow progress in extended writing. Their progress in speaking was developing but students were often reliant on colloquial Arabic.
- In Arabic as an additional language, students' attainment in reading, speaking and writing was below general expectations. External measures of attainment and progress were not available. There were significant gaps in students' knowledge, skills and understanding. A wide range of ability levels within one classroom was one of the significant factors for lack of progress for most students. Only a majority of students made expected progress in relation to their recent work and over time. Girls made slightly better progress than boys.
- In English, attainment and progress against curriculum standards and international examination results were broadly acceptable. Writing was slightly more developed, with the majority of students were able to identify a variety of complex vocabulary. They spoke with confidence and clarity. They lacked the opportunity to work independently and acquire basic research skills. They had limited opportunity to extend their writing during class lessons. Teachers' feedback to students on how they should improve the quality of their work was developing and improving students' progress; a minority of teachers' marking was regular, supportive and targeted specific improvements.
- In mathematics, students' outcomes were weak. Attainment was better in the lower secondary year groups. Progress throughout the phase was in line with national and international expectations but in international GCSE examination, only a minority of students' attained in line with international standards. Over time, students' outcomes had been consistently weak. Progress in lessons and in students' workbooks was acceptable. Most of the students were able to achieve the objective of the lesson. In a Year 7 lesson about geometry, students were able to construct triangles when given the length of one side and two angles, demonstrating their ability to measure accurately and use a protractor correctly.

- In science, students' attainment had declined from acceptable in the previous inspection to weak. Students' progress remained acceptable. Students were steadily becoming confident in applying their learning, such as the laws of motion, to a range of real world situations. Investigative science skills were also improving as demonstrated by students' growing confidence when explaining the concepts that they were learning. The progress of students with SEND was weak.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Weak	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most post-16 students demonstrated secure understanding of the importance of the values of integrity and truthfulness from an Islamic perspective. The majority could link these to a few verse from the Holy Qur'an which they had studied. Qur'an recitation skills were within the expected levels. They had adequate levels of knowledge of the lives of the prophets and were beginning to develop a deeper level of understanding of how to reflect what they were learning in their everyday habits and routines. There were no external assessments for this subject.
- In Arabic as a first language, most student listened and responded confidently to various situation. Their reading for understanding was developing. However, their writing skills were inadequate. Most students attained levels of knowledge and skills that were in line with the national curriculum standards. They were making adequate progress in relation to their starting points. Boys made better progress than girls.
- In post-16 mathematics, only a few students attained in line with expectations and international curriculum standards. This was partly due to the changing nature of the school population at this age. Progress, as measured from a wide range of starting points, was acceptable. In external examinations, at AS level, attainment was weak. In lessons, only a few students were in attendance. Those present were able to demonstrate some knowledge and understanding, for example, in one Year 12 class, students were able to apply their learning on derivatives to calculate profit and loss. Trends in the levels of attainment over the last three years indicated that a few students were in line with international standards.
- Attainment and progress in science were acceptable when compared with international and UK curriculum standards. Assessments in lessons showed that most students were making steady progress across the science curriculum. This was true equally for biology, chemistry and physics. Students were able to explain increasingly complex processes in science such as protein synthesis in cells. Progress was not stronger, because students sometimes did not include enough detail and explain their ideas precisely. Students' investigative skills were also underdeveloped. Attainment and progress were acceptable in the previous year.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Weak ↓	Acceptable	Acceptable	Acceptable

- Students demonstrated positive attitudes and a genuine keenness to learn. They usually remained focused and completed their work and were ready to present it orally to their peers. They responded well to their teachers' instructions but were too often reliant on their teachers' guidance, especially in the FS, where children were seldom given the opportunity to develop an age-appropriate level of independence or to get hands-on experiences.
- Students worked and interacted well with each other when opportunities were provided. For example, they enjoyed short discussions within small groups in Islamic education lessons and supported each other well. Occasionally, their group work was productive and contributions were meaningful. In general, collaborative learning was not used enough and was weakest for young children.
- Students made a few connections between what they were learning, for example in mathematics and its application in real life. They also made some connections between what they learned in English and aspects of science and between their learning of Islamic education and their own social life. However, their ability to independently identify links between their learning and the world outside was inconsistent.
- Students could find information for themselves and used technology when given the opportunity. However, their research was often guided by their teachers and did not reflect high enough levels of thinking. Where opportunity was provided, students benefited from group discussions to develop their thinking. The promotion of innovative and critical thinking was not sufficient.

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

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

- Students demonstrated positive work ethics. They enjoyed coming to school and took responsibility of their own learning. This was notable for secondary school students. They responded well to teachers' and peers feedback, for example, students in Year 6 responded positively when receiving constructive ideas and suggestions from their classmates.
- Students were generally well-behaved and self-disciplined. They responded appropriately to adult instruction, which contributed to positive relationships with their teachers. Students' behaviour in class, between lessons and during assemblies was consistently good. This was observed during morning Arabic assembly. Almost all students, were attentive and responsive to their peers' presentation. Behaviour in lessons for children in the FS and lower primary was acceptable.
- Students demonstrated caring, cooperative and respectful attitudes. They accommodated and supported students who were struggling with work into their groups. When given the opportunity, they worked in collaboration and helped each other during class work. They participated in activities that celebrated their differences in a variety of ways, including culture day. However, their understanding of other cultures in Dubai was limited.

- Students were conscious of the importance of healthy eating and healthy living. They spoke highly of the activities they took part in school that promoted a healthy lifestyle. However, most students were inconsistent in making healthy choices. They enjoyed taking part in physical activities. These, however, were limited and not always fully utilised.
- Student's attendance was acceptable. There were discrepancies in the attendance presented to inspectors during the inspection. In particular, attendance for children in FS and post-16 students, which indicated low attendance. Students were general on time when moving between lessons or returning from break to their lessons.

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

- Students demonstrated a strong understanding and appreciation of Islamic values. They had a well-developed understanding of the various aspects of Islam. Year 6 students could describe in depth the Five Pillars of Islam and different practices that Muslims perform in mosque. They described the role of the Dubai government in building a large number of well-designed mosques and keeping them clean.
- Students were very respectful as exemplified by Year 6 students, who immediately responded to the national anthem during an interview, without any prompting. Students showed well-developed understanding of UAE culture. In Year 9, students spoke confidently about local traditions. They discussed the contemporary culture of Dubai, noted the different landmarks and the formation and heritage of the UAE. However, this was less secure in FS and post-16.
- Students were proud of own heritage and cultures. They were courteous and respectful of different religions and communities. Year 5 students, were keen to talk about their participation in the celebrations held in the school on cultural day. Although, students discussed their friends' religion, food and clothing, their knowledge of the wider range of nationalities in Dubai was limited.

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

- Students throughout the school demonstrated an appropriate awareness of their responsibilities in school. They contributed to raising funds for local children charities such as 'Dubai Kids'. They actively took part in the 'Clean-up the World' campaign. However, most of these projects were initiated by the school, rather than the students themselves.
- Students demonstrated a sound work ethic. This was a developing feature in school; a minority of students were beginning to take the initiative and suggest taking part in entrepreneurship and creative projects. For example, business studies students took part in organizing and selling items for charity purposes. A minority of students were involved in the Sharjah film festival. A few students were more creative and

they participated in building an App in celebration of women's day. However, the number of students involved in these projects was very low.

- Students' understanding and knowledge of environmental issues were developing. Students took part in a few celebrations in school such as recycling day and environment day. They planted trees around the school and cleaned the school playground. However, they were less secure in understanding the impact of global environmental issues for the UAE.

3. Teaching and assessment

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

- Most teachers' subject knowledge was acceptable, but a minority lacked sufficient understanding to fully challenge their students. For example, in the lessons observed, some teachers did not give clear and accurate explanations or provide relevant examples to support students' learning. In the FS, the majority of teachers were insecure in their understanding of how young children learn.
- The quality of lesson planning varied. Teachers' planned lessons using a recently introduced format. The minority ensured relevant contexts and resources, including video clips, to engage students' interest. The implementation of these plans was inconsistent, particularly at the lower primary. In the FS, however, children spent far too long sitting watching video clips, rather than engaging in active learning. The most effective teaching took place in well-managed classrooms where students responded to their teachers' high expectations and learned from each other, sharing ideas and working together to solve problems.
- Teacher's interaction with students was meaningful in the higher phases of the school. Teachers in these phases asked probing questions, which promoted meaningful student discussion. Less interaction with students took place in the FS, lower primary, and in some Arabic classes. Consequently, opportunities were missed to engage students in discussion and sustain their engagement.
- Individual needs were not included well in lesson planning or teaching. The matching of activities to the needs of different groups of students was a weakness, particularly among the younger classes. In the better lessons, teachers offered a range of challenges, but too frequently, these did not stretch the most able students. In the FS, teachers' expectations were often too low and this restricted the children's progress.
- Opportunities to develop critical thinking skills in lessons were limited. Independent learning was evident in the best lessons for older students, when students were given opportunities to develop their own ideas. Students were able to work independently, but only within specific tasks; opportunities to be innovative were rare. Some project or research activities, particularly for older students, were undertaken as homework. Students in the FS and primary were dependent on their teachers.
- In Arabic as a first language, teachers had secure subject knowledge and planned adequate lessons. However lesson objectives were not always challenging to the learning needs of different groups. Teachers' interactions with students ensured that they were willing learners. Students had limited opportunities to develop critical thinking, problem-solving and independent learning skills.
- In Arabic as an additional language, teachers' subject knowledge was secure, although, teachers demonstrated limited awareness of how students learn a second language. In most lessons, students were required to complete repetitive activities, the learning needs of all groups and individuals were not planned, and as a result, students did not have enough scope to develop their learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- The school collated students' assessments information to check the progress made by different groups, such as boys, girls, or students with SEND, with little analysis. The information was not accurate enough to provide reliable data about how well students were learning, particularly in the FS. A few teachers regularly modified their lesson plans as a result of assessing student progress. This was particularly the case in FS and in Arabic.
- Internal assessment procedures were linked to the school curriculum standards and expectations. The school did not compare students' performance to that of national and international cohorts. Students undertook IBT tests, but the results were not a reliable measurement of attainment as only a selective group of students had taken them. Older students took IGCSE/AS examinations, achieving weak pass rates in mathematics and science.
- School leaders and teachers had not ensured students' assessment information from internal and external was rigorously analysed. As a result the monitoring of progress and the impact on future learning was insecure. For example, gaps in students learning had not been identified. In the FS, benchmarking to external assessments was weak.
- The use of assessment information to influence curriculum adaptation and teaching was weak throughout the school. There was limited evidence of leaders and teachers involvement in moderating and analysing assessment information, thus enabling leaders to identify differences in attainment or progress of different groups of students. Evaluation of teaching and assessment for learning were particular weak features of teaching.
- Most teachers did not know their students well enough to provide them with tasks and advice that met their needs. For example, when teachers marked students' work their feedback rarely helped students clearly understand how to improve the quality of their work. There were a few examples of students checking their own and each other's learning, using information provided by their teachers.

4. Curriculum

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

- The curriculum was based on the National Curriculum for England with Islamic education and Arabic meeting MoE requirements. Both curriculums had clear rationales, aimed at nurturing and caring learners. In the FS, most teachers had a limited understanding of the prime and specific areas of learning and the knowledge of how to promote children's learning and development.
- Most subjects ensured adequate continuity and progression. In the core subjects of English and science there were significant gaps between teachers' planning and implementation in lessons. Science, in particular, was weak in enquiry based learning. As students' progressed through each year there was little to indicate whether students had acquired the skills and knowledge for them to be successful.

- Students starting Year 12, had limited curricular choices. At secondary level, students had the choice of following science or commerce streams. Science students could choose between physics, chemistry and biology and commerce students between accounting, economics or commerce. This narrowed student options and not all had the opportunity of engaging in rich learning. In Years 5 to 7, students could choose French or Urdu.
- Cross curricular links were at the developmental stage. Lessons did not link subjects or promote cross curricular learning to extend students' literacy. Although, teachers met regularly to review the curriculum, there was limited impact of its effectiveness. This was because, the curriculum was not fully meeting the needs of all groups of students, particularly those with SEND, or the higher achieving students. The impact of the curriculum on students' personal and social development was much more positive.
- The school's social studies curriculum was aligned to the national vision, and had been modified to accommodate the different ability students. While Islamic values permeated across the curriculum, the teaching of social studies was a stand-alone approach. Most teachers encouraged student independence and allowed time for student reflection.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- The curriculum was largely based on the acquisition of knowledge, rather than skills. Very little effort was made in most classes to ensure that the students were appropriately challenged either through a range of tasks during the lesson, through questioning, the use of additional resources or learning technologies. The school had made some attempts to modify the curriculum by introducing activities such as projects. These adaptations had not enhanced learning mainly because the large majority of the modifications were too general.
- Most of students had limited opportunities to engage in extra-curricular activities. The school made some use of the community to enhance its curriculum, for example, through visits to local areas and some limited collaboration with local businesses.
- Students learned about Emirati heritage and its importance in UAE society through assemblies and books in the library. They also demonstrated an enthusiasm for living in the UAE and the opportunities it presented for their families. However, learning experiences that developed students' understanding of the UAE culture were few and ideas were included in only a minority of the teachers' plans.
- The school had introduced Arabic this year in FS. Teachers did not follow a specific curriculum, and there were no overall long-term plans. It was left to the teacher to plan and deliver the curriculum. Arabic was taught for three periods per week in 20-minute sessions, for all children. Children were taught numbers up to ten, names of colours, shapes and basic conversation.

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

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

- The school's systems, policies and procedures for safeguarding students were adequately in place. These were known and understood by most staff. There was an appropriate internet policy for students, staff and volunteers. Anti-bullying programmes were integrated into the curriculum to students' awareness of different forms of bullying.
- School buses were carefully supervised by dedicated staff. The systems used for recording and reporting incidents relating to students' safety and well-being were appropriate. Senior leaders were updated regularly. The job description for the school nurse included daily checks for school and toilet cleanliness.
- The buildings and equipment were clean and well-maintained. School maintenance and repairs were logged weekly and cleanliness of the school premises monitored and recorded daily. Fire drills were held regularly in coordination with the local civil defense regulations. Senior staff were aware that the access to students' learning areas needed to be reviewed. Plans to monitor and regulate adult access more stringently were being developed.
- The school premises, equipment and resources were generally suitable and provided a safe environment for students.
- Safe and healthy living and lifestyles were generally promoted by the school. Students were aware of the importance of the need and ways to keep healthy. Although, adequate measures were taken to provide protection from the sun, senior leaders were aware of the need to provide further overhead protection in the students' play areas.

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

- Relationships between staff and students were positive and based on mutual respect, this contributed to the caring and inclusive ethos. Most teachers were well aware of students' personal needs. Behaviour was acceptable across most areas of the school. This was not the case in the lower primary and FS corridors and classrooms. There were very few instances reported of bullying.
- Procedures to promote good attendance were in place through clear guidance of the school's expectations. Parents were also involved in promoting attendance and ensuring their children were punctual and attended regularly. Sanctions were in place for students who were repeatedly late or absent and parents were contacted where there were concerns for individual students. The large majority of students were punctual to lesson and school.

- Identification of students' needs was not comprehensive or rigorous, leading to inaccurate categorisation of some students with SEND and weak provision. The identification of students who were gifted and talented was in the initial stages of development and in the majority of lessons observed, teachers did not provide students with enough challenge in their learning, often limiting the progress they made.
- Support across the school for students with SEND and for gifted and talented students was inconsistent and lacked focus. The school had recently invested in personnel and resources to support provision. A few students who were withdrawn for group or individual learning sessions received appropriate support targeted to their specific learning needs.
- School leaders and class teachers provided appropriate guidance to students in an inclusive and caring way, however, this was not regularly monitored. Students were supported by staff on behaviour and learning issues. Some guidance and support on steps for further education were available for students in the senior classes. This was inconsistent and less well developed, as the school did not have a counsellor.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak ↓

- School leaders promoted an inclusive ethos, demonstrating a commitment to support all students. The school admitted a range of students with SEND. Since the previous inspection a new SENCO had been appointed. However, policies were underdeveloped and did not support the development of appropriate practice. There were no operational or strategic development plans to impact on SEND provision. Coordination of provision and systems to review and monitor support were not effectively developed.
- The school had a formal identification procedures in place for students on entry to the school. The procedures were not rigorous and as a result most students did not have appropriate support and their personalised targets were not sufficiently challenging. The school had not updated its list of students with SEND and there were a significant number of students on the list with inaccurate diagnoses.
- The school encouraged parents to work closely with the SENCO and school leadership team to coordinate the support for their children. However, information on students' progress and the support provided was not regular. Parents' contribution was limited and parents commented that they would like to be more involved at the beginning of the process to determine provision.
- The large majority of teachers did not provide different levels of activities and challenges in their lesson planning. Although, their planning showed different learning objectives for different groups of students, the actual learning experiences did not meet the needs of students with SEND because activities were set for lower attaining students. Teachers' expectations of students' progress were low in almost all classes. Achievement targets and IEPs did not effectively match students learning abilities or needs.
- Assessment information was not used adequately by staff in their planning, and tracking and monitoring tools were not well developed. Teachers did not effectively use information from students work to target learning and resources for individual students and provide tasks which were well matched to their abilities.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The awareness of the new senior leadership team of the strengths and areas for development in the school was strong. The team had used its substantial experience and the very effective skills in identifying and building upon the strengths and starting work on aspects in need of improvements. Work was underway to improve the learning environments, particularly in classrooms and corridors.
- The new team had rapidly set a clear direction for the school. The sense of teamwork and pride in the school was positive. Senior leaders communicated high expectations and were ambitious for the school. Leaders were committed to ensuring all students and staff achieved their full potential. The management of this work was at an early stage.
- Staff members felt valued, involved and listened to. They recognised and appreciated the opportunities for training and professional development. Improvements were constrained by the variability in middle leaders' understanding of what good quality provision looked like, and how to lead and manage this. The new leadership team was working hard to address this.
- Relationships and communication were professional and staff morale was high. The capacity to improve in the new senior leadership team was good. Most middle leaders had also responded positively to the focus on review and the new developments outlined by the principal. They were beginning to understand what needed to be done to improve the quality of teaching, assessment and curriculum.
- The new senior leaders were realistic and aware much remained to be done to address the recommendations from previous inspection reports and in particular in promoting the UAE national priorities and innovative practice. However, they clearly understood the school's strengths and weaknesses. The leadership of the school were taking effective steps to ensure the school was compliant with all statutory and regulatory requirements.

School self-evaluation and improvement planning

Acceptable

- Processes to complete the school's self-evaluation and improvement plans were limited as the new principal had recently taken up his post. Aply supported by the vice principal, he had conducted observations to establish the strengths and areas for improvement in teaching. The analysis of assessment information was currently weak, but self-evaluation was realistic and senior leaders had clearly identified the appropriate areas for improvement.
- The new leadership team had started to address the weaknesses in teachers' planning and use of assessment. Staff had worked hard to improve the learning environment around the school. For example, corridors and classroom displayed high quality work, models and key vocabulary to support students in their learning.
- A new improvement plan was in draft. Appropriate and realistic improvement priorities, including a focus on the National Agenda, were identified. The plan was generally comprehensive and detailed, providing a secure foundation for future school development. There was scope to further clarify the monitoring and evaluation section and to ensure clear milestones were incorporated into the plan.

- The pace of improvement in the school had been slow. Middle leaders were monitoring the quality of teaching within their departments. However, monitoring activities had not focused on students' attainment and the progress they made in their lessons. Consequently their evaluation of how effective teaching was across the school was generous.

Partnerships with parents and the community

Acceptable

- Parents were supportive of the school. They felt their children were happy and enjoyed attending and learning. They commented on the approachability of teachers who were quick to resolve any queries or issues. The school had parental representatives on the governing body, selected by senior leaders for their contributions to school life. Parents in the FS were always welcomed, and able to consult with teachers if they had any queries.
- Communications in the school were generally acceptable. Parents felt that school's communication systems were effective and efficient. They were warmly received in the school and various means of communication were available to them when they had a problem. These included letters, texts, phone calls, newsletters and circulars.
- The school's reporting systems were regular. Parents felt that they were provided with important information about their children's achievements. Parents also received helpful information on their children's learning through verbal feedback from teachers.
- Links with the local community were not a strong feature of the school. Sporting and other opportunities for students to make links beyond the school were limited.

Governance

Acceptable ↑

- The governing body had ensured adequate resources, staffing, and external support for the school. However, leaders at all levels had not been held to account for the quality of provision and weak students' outcomes, especially in the FS.
- The school's governing board included a good range of parental, staff and community representatives. Members of the board were supportive of the school and aware of its day to day progress. The new chair of governors' innovative vision was to further develop and expand the effectiveness of the governing body by including student participation.
- The governing body had not ensured that the pace of improvement was sufficiently rapid. Many of the recommendations noted in the previous report remained unaddressed. Key aspects of teachers' practice had not benefited from continuing professional development and external support, in particular the FS. There was a shortage of suitably qualified staff in this phase.
- The school's new proprietors were committed to improving resources and appointing additional UK teaching specialists and this was a positive and much needed initiative.

Management, staffing, facilities and resources	Acceptable
• The day-to-day management of school was organised well, with specific roles and responsibilities allocated to different staff members. For the most part, timetabling allowed students to benefit from available resources. An exception to this was the FS phase. School routines and activities were appropriately shared with students and staff. Channels and processes of communications were in place. • Adequate numbers of teachers were appropriately deployed and were supported by support staff and administrators. Staff in general, benefited from the few professional development opportunities that were made available. However, the level of expertise and knowledge of the English curriculum was not sufficient to support students' academic achievement in some subjects. Staffing for SEND was also an area in need of improvement. • The school premises and facilities were appropriate and provided a suitable and pleasant environment for learning. Classrooms provided ample space and sufficient specialist facilities, including learning technology and laboratories. Shaded areas in the outdoor space were rather limited. The amount of furniture and its organisation in a number of classrooms, did not facilitate students' learning in groups. • Resources were generally adequate to support students' learning in most subject areas. These included the library and science laboratories. These were not always used well to enhance learning for all students. In a few cases, for example, in FS and in science, and mathematics in the primary phase, they were not effectively used to enable students to develop the range of skills required by the curriculum.	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	96
	2014-2015	153
Teachers 	1	
Students 	3	

*The number of responses from parents is based on the number of families.

- A few parents, one teacher and three student responded to the survey.
- Most parents, who responded to the survey were satisfied with the quality of education in the school.
- Most of these parents believed their children were developing a good range of learning skills.
- Most parents thought that their children were making progress in most key subjects.
- Most parents felt their children were safe in the school and on the school buses.
- A significant number of parents did not know whether the school provided a cyber-safety programme to protect their children while browsing on the internet.
- A large minority of parents agreed that the school dealt with bullying incidents effectively.
- Most parents agreed that their children were developing self-awareness and awareness of different cultures, and had gained an understanding of Islam.

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