

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

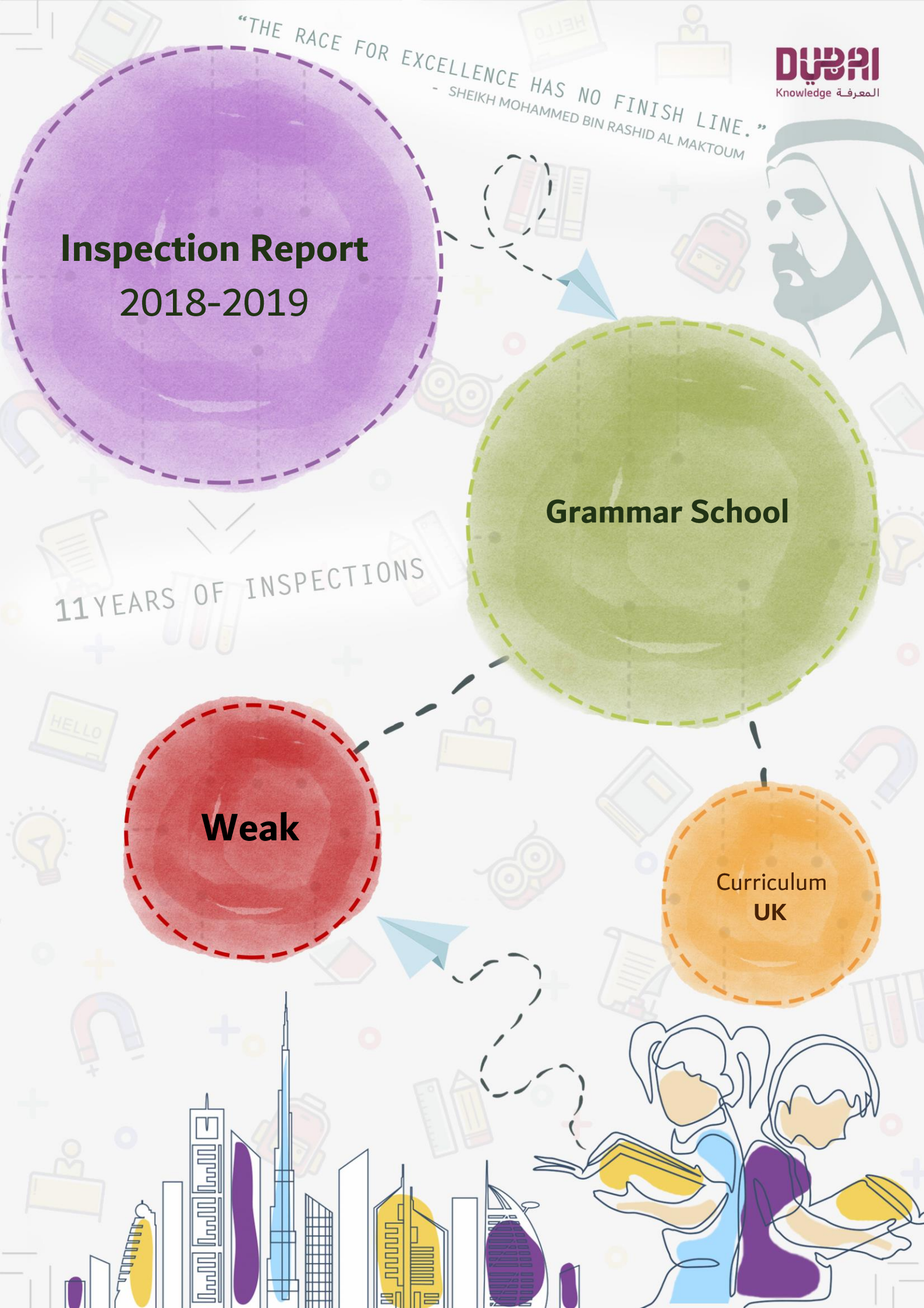
Inspection Report 2018-2019

Grammar School

11 YEARS OF INSPECTIONS

Weak

Curriculum
UK



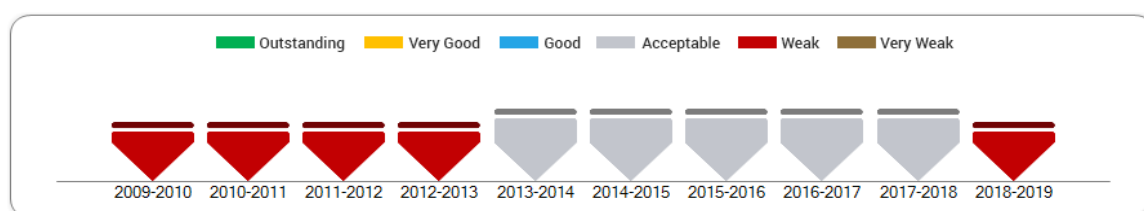
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1970
	 Website	www.grammarschool.ae
	 Telephone	04-282-4822
	 Principal	Mrs. Beenu Bobby
	 Principal - Date appointed	8/28/2018
	 Language of Instruction	English
Students	 Inspection Dates:	26 to 29 November 2018
	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	FS2 to Year 12
	 Number of students on roll	1214
	 Number of Emirati students	18
	 Number of students of determination	78
Teachers	 Largest nationality group of students	Pakistani
	 Number of teachers	82
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	17
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	1
Curriculum	 Teacher turnover	55%
	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, IGCSE, AS Level
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

School Journey for Grammar School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The achievement of children in Foundation Stage (FS) is acceptable in English and mathematics but is weak in science. The achievement of students in the primary phase is acceptable in Arabic as a first language and English but is weak in the four other subjects. In the secondary and post-16 phases, students' achievement is weak in all subjects, except Arabic as a first language. Learning skills are broadly acceptable but are weak in the primary years.
- The personal and social development of children in FS is acceptable across all three indicators. This is also the case in the primary and secondary phases. In the post-16 phase, students' personal development is good. Students generally demonstrate responsible behaviour across all age groups. Skills of innovation are limited to a small number of older students.

Provision for learners

- The quality of teaching is weak in the FS and the primary phase. Although teaching is better in the secondary and post-16 phases, there is a substantial amount of weak teaching in those phases. Many teachers are unable to deliver the UK curriculum to their students. The assessment of learning is of acceptable quality in all the phases.
- The curriculum is weak in the FS and the post-16 phase but is acceptable in the primary and secondary phases. The adaptation of the curriculum is acceptable in the FS but is weak in the other phases. Although the school has adequate assessment information, it is not used skilfully by teachers to adapt the curriculum to match students' learning needs.
- The provision for students' health and safety is acceptable in all the phases. There are adequate arrangements for safeguarding. Students are safe at school and on the buses. The care and support of FS children and the older students are acceptable. The academic and career guidance provided to older students is inadequate.

Leadership and management

- The overall leadership of the school is weak. The school does not achieve its vision of producing innovative and independent students. Both the academic and social outcomes have declined significantly since the previous inspection. Partnerships with parents and the local community support learning in some ways. The staffing, facilities and resources at the school do not enable the delivery of a genuine UK curriculum.

What the School does Best:

- Students' personal and social development is good by the post-16 phase.
- There is adequate provision for the health, safety, care and support for students.
- Senior leaders are aware of the serious challenges the school is facing and have begun to take actions to address them.

Key Recommendations:

- Enable students to make at least acceptable progress in all subjects.
- Improve the quality of teaching so that there are no weak lessons.
- Establish and teach a genuine UK curriculum, especially in the Foundation Stage.
- Stabilize the staffing of the school, at all levels, by hiring qualified and experienced professionals.

Overall School Performance

Weak ↓

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Weak ↓	Weak ↓	Weak ↓
	Progress	Not applicable	Weak ↓	Acceptable	Weak ↓
 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	Weak	Not applicable
	Progress	Acceptable	Acceptable	Weak ↓	Not applicable
 Mathematics	Attainment	Acceptable	Weak ↓	Weak	Weak
	Progress	Acceptable	Weak ↓	Weak ↓	Weak ↓
 Science	Attainment	Weak ↓	Weak	Weak	Weak
	Progress	Weak ↓	Weak ↓	Weak ↓	Weak ↓
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Acceptable ↓	Weak ↓	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Acceptable↓	Acceptable↓	Acceptable↓	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable↓	Acceptable↓	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↓	Weak↓	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

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

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

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

- GL assessment data show that the attainment levels in science have declined from acceptable to weak and that attainment levels in English and mathematics remain weak. Comparing PBTS to PISA shows a sharp decline in attainment levels in mathematics and reading, in particular. TIMSS 2015 scores indicate attainment levels that exceed the TIMSS centre point of 500 in both Grade 4 mathematics and Grade 8 science. CAT4 scores reflect weak cohorts in all batteries across all grade levels. Hence, outcomes compared to CAT4 potential are positive.

Impact of Leadership

is below expectations

- The school has not used the data from international assessments to modify the curriculum to meet the requirements of TIMSS and PISA. Although teachers are provided with information from the National Agenda Parameter tests and CAT4, this has not helped guide their planning to meet students' individual needs. Monitoring processes to check implementation of plans are not yet in place.

Impact of Learning

is below expectations

- Some aspects of critical thinking, such as interpretation, inference and debate are evident in some English lessons, especially in the secondary phase. Reasoning, problem-solving and decision-making are not common features of students' learning. Research skills are rarely taught. The scientific method is not sufficiently embedded to fully support students' higher order thinking skills.

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

For Development:

- Prepare students more thoroughly for the N.A.P. and international assessments.
- Ensure effective use of assessment information to guide lesson planning.
- Expand classroom activities to include open-ended questions, problem solving and opportunities for independent research to develop students' higher order thinking skills.

Reading Across the Curriculum

- The school has not analysed assessment data related to reading. Therefore, students' progress is not tracked effectively enough to improve their reading skills.
- Students have positive attitudes towards reading but lack the comprehension skills to understand what they read. Their attainment in reading in the non-core subjects is weak.
- The library programme does not sufficiently address students' broad reading needs and, thus, does not promote a life-long love of reading.
- The school has recently appointed a reading coordinator but has not developed a reading policy or a whole-school reading programme to involve students, staff and parents.

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

For Development:

- Implement an effective whole-school reading programme that involves all groups of students.

UAE Social Studies

- The school has adapted the UAE social studies curriculum for some age groups. Teachers use modest resources to engage these different groups, especially the Emirati students.
- Students make some valid connections between the different areas of learning. They can carry out basic research with minimal direction from the teachers. They use technology to support their learning.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards.
- In their lessons and in recent work, the majority of students make better than expected progress in relation to the curriculum standards.

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

Innovation

- Students are given only few opportunities to be creative and to take responsibility for their own learning. This impedes their progress. Some students use their own devices for basic research.
- In the school, there are very few entrepreneurial, innovation or social activities. The few innovative projects involve only a small number of students.
- Teaching rarely provides opportunities for students to generate new ideas and skills. Critical thinking is promoted in some English lessons, but rarely in mathematics or science.
- The 'GTV' and the related website show how the curriculum supports students' innovative ideas. The video on a social action project was declared by the British Council as the UAE national winner.
- Leaders do not demonstrate a clear understanding of how to innovate and improve the school. While a culture innovation does not exist across the school, it does exist among a few older students.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment data show attainment levels that are below the curriculum standards across the school. Classroom observations and work scrutiny show that proficiency in Holy Qur'an and Hadeeth recitation, Seerah and Islamic values and principles are below the expected levels, particularly in the primary and post-16 phases.
- In the primary phase, most students find it difficult to distinguish between the pillars of Islam and the pillars of Iman. In the secondary phase, most students have some knowledge of the three stories in Surat Al Kahf.
- Students' understanding of Seerah and Fiqh is limited, as is their ability to recite the Holy Qur'an independently. The lack of age-appropriate resources impedes students' progress and their achievement of the expected standards.

For Development:

- Improve students' recitation skills of the Holy Qur'an across the whole school.
- Provide age-appropriate resources to support students' learning.

Arabic as a First Language

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

- Students across the school are barely meeting the MoE curriculum standards. Students in the upper years, particularly in the post-16 phase, have more opportunities to engage in conversations to improve their speaking skills.
- In the primary years, students' listening skills are developing well, and students make a reasonable start in developing their speaking skills. Writing skills are underdeveloped across all three phases because of the lack of meaningful opportunities for extended writing.
- Improving students' language skills through sufficient challenge is a priority for the department. The development of reading lacks focus across all phases, as so does the systematic use of the library.

For Development:

- Use the MoE curriculum standards to ensure the development of students' language skills, particularly their reading and writing skills.

Arabic as an Additional Language

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

- Most students across both phases are working at levels that are below what is expected. Internal test results indicate weak attainment and progress. Students' abilities to respond to familiar questions are hindered by the lack of effective planning and sufficient challenge.
- Students are dependent on visual cues and support to engage in basic conversations. Their independent reading skills are below expectations. They can read individual words but have difficulty in reading and understanding extended texts.
- Although the school has introduced the new MoE standards for Arabic as an additional language, these have had little effect on students' language skills.

For Development:

- Ensure that students in all year groups are provided with a level of challenge that is consistent with their years of learning Arabic.

English

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

- Across all phases, students' listening and speaking skills are stronger than those of reading and writing. Nevertheless, weaknesses in spoken English of additional language learners affect their extended writing, particularly in the secondary phase.
- In FS, children listen attentively to stories. Primary students can describe characteristic traits and can skim and scan texts adequately. Secondary students can recognise metaphors and engage in group discussions, but their writing requires support.
- A focus on phonics and reading techniques is proving to be effective, but in the absence of regular library sessions, reading for pleasure and purpose is limited. Without individualised support, students struggle to complete their tasks, especially in writing.

For Development:

- Ensure that students' skills are accurately assessed, and appropriate support is provided to tackle identified weaknesses.
- Incorporate a vibrant reading programme to promote reading for pleasure and purpose.
- Enhance opportunities for writing across the curriculum.

Mathematics

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

- In FS, most children develop a basic understanding of numbers, but a few exceed expectations. Their progress in understanding shape, space and measures is weak. The progress in lessons of most primary, secondary and post-16 students is below expectations.
- Most students have gaps in their prior learning that impede their progress. They have not developed effective reasoning skills and lack understanding of basic mathematical concepts.
- In the primary phase, students show low levels of numerical competence. This impedes the subsequent development of algebraic skills. Little use is made of mental calculations to develop students' thinking skills.

For Development:

- Develop students' conceptual understanding and reasoning skills in all phases.
- Ensure that gaps in students' prior knowledge and skills are tackled with a sense of urgency.

Science

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

- Most children in the FS are not achieving their early learning goals. External assessments show that low levels of attainment continue through the primary years, and only a minority of students attain acceptable levels in the IGSCE and AS level examinations.
- Most students lack depth in scientific knowledge and understanding. Their scientific skills are particularly weak. Most students in all phases are not able to communicate their reasoning orally or in writing.
- Students' investigative skills are underdeveloped. Children in the FS are not given enough opportunities to be curious and enquiring. Students in other phases are not secure in their understanding of the scientific method and are not given enough opportunities to plan and conduct their own investigations.

For Development:

- Ensure that enquiry-led learning is fully implemented into the FS curriculum so that children are frequently able to explore the world around them.
- Ensure that scientific skills are systematically developed throughout the curriculum, and that all teachers have a secure understanding of how students develop these skills.

Learning Skills

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

- Most students are interested in their learning, and older students can collaborate and discuss their ideas. However, primary students are more easily distracted and often have difficulty explaining their learning.
- Throughout the school, students are too reliant upon their teachers and are not developing into independent learners. FS children follow their teachers' instructions but do not get enough experience of finding out things for themselves. Students have only a limited understanding of how to improve their work.
- Students do not make enough use of learning technology in lessons. Their research skills are very basic and mainly limited to using search engines. Students' abilities to think critically and give reasoned opinions are better in the post-16 phase than in the rest of the school.

For Development:

- Fulfil the school's vision 'to develop students as outstanding learners who are innovative and independent'.
- Include the development of research skills in all subjects so that students can develop these skills systematically as they progress through the school.

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

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

- Most students show responsible attitudes and have respectful relationships with each other and their teachers, particularly in the post-16 phase. They are aware of the importance of healthy eating and keeping active, and they bring appropriate food to school.
- Almost all students arrive to classes on time, and their rates of attendance are acceptable. Post-16 students demonstrate self-discipline and maturity as evident in the successfully-organised UAE National Day assembly.
- There are occasional behavioural lapses in both the primary and secondary phases. Voluntary work by students is underdeveloped.

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

- Students generally demonstrate an appropriate understanding of Islamic values. Most students accept each other and show tolerance towards differences. This contributes to the school's caring environment. Students show respect for the UAE National Anthem and can sing it.
- Students across the school appreciate the UAE's culture and heritage. They participate in cultural events, such as National Day and Flag Day. They are knowledgeable of the UAE national costumes and foods. Children in the FS recognise the UAE flag.
- Students are knowledgeable of their own cultures and heritage. However, their knowledge of the different cultures represented in the school and of other world cultures is limited.

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

- Students understand their responsibilities towards the life of the school. Some, but not all, demonstrate a positive work ethic. Only a few are involved in voluntary activities in the local community.
- Students take part in fund raising for educational projects for under-privileged children in India. They enjoy such work but rarely take the initiative. They are often passive participants when contributing to socially worthwhile projects.
- Students generally take care of the school environment. Some older students understand the importance of environmental conservation and have produced videos on this topic. Little progress has been made in developing skills of enterprise, entrepreneurship and innovation.

For Development:

- Increase opportunities for students to be more involved in voluntary work in the local community.
- Increase opportunities for students to develop enterprise, entrepreneurial and innovative skills.

3. Teaching and assessment

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

- Teaching is more successful in the secondary and post-16 phases because most teachers have secure subject knowledge. In the FS and the primary phase, subject knowledge is less secure. There is a considerable amount of weak teaching across the school, especially in Arabic as an additional language.
- Teachers have good relationships with their students, but there are inconsistencies in their ability to teach subjects at age-appropriate levels. Lessons are often teacher dominated and not planned to challenge students to take responsibility for their own learning.
- Training to improve the quality of teaching has yet to show an impact. Although teachers plan activities for different levels of ability, the work is often not well matched to students' learning needs.

For Development:

- Ensure that all teachers have secure subject knowledge and understand how to plan and teach lessons at age-appropriate levels.

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

- The school has a common approach to formative and summative assessments across all subjects and phases. The school benchmarks students' academic outcomes against external and international expectations. The school uses GL baseline assessments for FS children and at the end of the primary phase.
- The school is developing more rigorous systems to track students' progress. Assessment data are compared with previous GL and CAT4 results. However, there is limited evidence that such data is being used to set different tasks for students in lessons.
- Although marking and feedback policies are in place, teachers' implementation of these policies is inconsistent. Internal assessments are not moderated to ensure they provide reliable information.

For Development:

- Ensure that teachers make full use of assessment data to provide work that meets the learning needs of all students.
- Ensure that there is consistent implementation of the marking and feedback policies in lessons and students' work.

4. Curriculum

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

- The National Curriculum for England is partly followed. In the FS, the basic principles are not fully adopted, and the assessment strategies are weak. The curriculum in the primary and secondary phases is too narrow, and post-16 students have only a limited range of subject options.
- Information technology and media studies are options in the curriculum, although the use of learning technology is not a common feature in lessons. Islamic education in English is not being provided for Muslim students in Year 12, as required by the MoE regulations.
- The school has shortened lessons by five minutes enabling teachers to deliver eight lessons a day rather than seven. Smoother transition between the phases is recognised as a priority for improvement but has not yet been successfully addressed.
- Moral education is taught in dedicated periods on a weekly basis.

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

- Other than some appropriate adaptations in the FS, few modifications are made to the curriculum. The needs of all groups of students are not met, particularly those of students learning English as an additional language, the high achievers and students with gifts and talents.
- The curriculum is unimaginative and contains only few opportunities for enhancement, enterprise and innovation. However, the media studies programme, in the secondary phase, demonstrates what students can achieve when given appropriate opportunities. The lack of extra-curricular activities and community links inhibits students' personal and academic development.
- A few programmes that develop students' knowledge, understanding and appreciation of the culture and heritage of the UAE are available across all phases.
- Arabic is not taught in FS2.

For Development:

- Ensure that, in all subjects, the curriculum addresses the needs of all groups of students, particularly those learning English as an additional language.

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 has adequate procedures for the safeguarding of students, including child protection. The buildings and equipment are in a generally good state of repair. Daily, monthly and annual checks of the premises, records of actions taken and resulting improvements are all in place.
- The school is a safe environment. The movement of students to and from the buses is well organised and staffed. However, the area where parents drop and pick up their children is not well managed.
- The school has actively responded to the issue of unsupervised children before and after school hours by assigning two new supervisors. However, the supervision of secondary students after break times is not adequate.

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

- Teacher and student relationships are respectful in the main. Behaviour management procedures are adequate, although in a small number of classes in the upper years, behaviour is not well managed. Procedures for the promotion of regular attendance result in acceptable rates of attendance.
- The identification and support for students of determination is satisfactory. The school is beginning to identify gifted and talented students, but the support for these students is limited. Not all teachers have the skills required to match support to the needs of different groups of students.
- The inclusion coordinator also acts as a counsellor. The absence of a qualified career guidance counsellor requires immediate attention. Post-16 students are currently limited by the choices available to them, and they are not fully informed about further educational or career options.

For Development:

- Ensure that comprehensive educational and career guidance is made available to all post-16 students.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The newly-appointed head of inclusion demonstrates a strong personal commitment to the vision and principles of inclusion. Investment in full staffing continues. However, there are insufficient resources for teaching and learning, which limits some students' progress.
- In the designated classes in the achievement centre, the alignment of the learning targets with the necessary interventions is appropriate. Greater consistency in the quality of interventions in classrooms is required to ensure the best possible progress by students.
- Parents acknowledge that, with the appointment of a head of inclusion, communication has improved. Parents are now involved in constructing their children's individual education and personalised learning plans. Further work is necessary to facilitate better communication with subject teachers.
- A large majority of subject teachers are not confident in curriculum modification or setting different tasks in their lessons. This often results in low expectations for students' progress. Professional training is ongoing, but there is a need for training in autism-specific teaching approaches.
- Students of determination are making acceptable progress in lessons, in relation to their starting points. In the achievement centre, individual support promotes satisfactory learning. Checks on the progress of students are becoming more regular. Students' academic, behavioural, personal and social development is acceptable.

For Development:

- Ensure that the interventions provided in the classrooms are informed by assessments of learning and include careful differentiation of tasks.
- Provide more training for teachers on supporting students with autism-related disorders.

6. Leadership and management

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

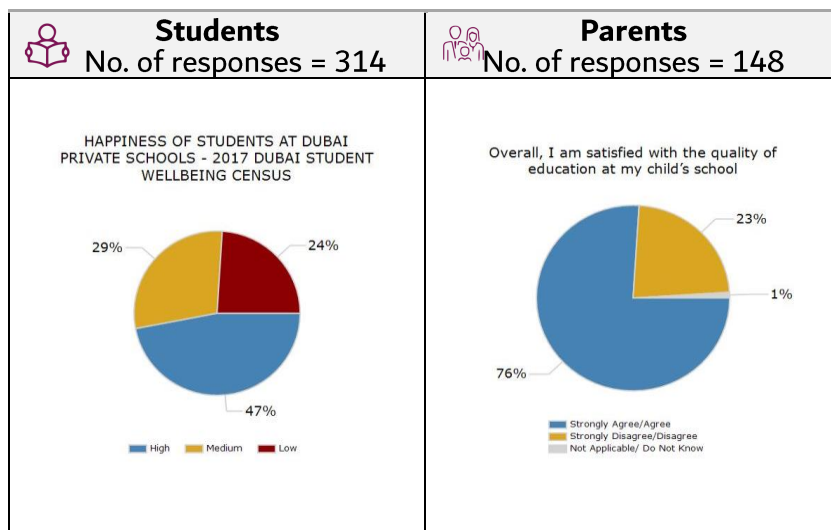
- There are many new leaders in place and, at the time of the inspection, the school had an acting principal who had been in the post for only three months. Some leaders were in their posts only a few days, and further changes were planned. Appropriate relationships and communication were yet to be established. Consequently, a shared vision and direction for the future of the school is not clear.
- The school has adequate processes for self-evaluation, but these are not accurate enough. Leaders monitor teaching, but their evaluations are not accurate enough, resulting in their overestimation of the quality of teaching across the school. Over the past year, the school has not improved. Both the provision and outcomes have declined in quality across many indicators. The capacity to improve the school has not been demonstrated.
- Parents are positive about the school and the new changes that have taken place. However, they are not involved enough in the life of the school. Parents are informed about their children's learning and their personal and social development at meetings. Written reports do not give parents enough information or an accurate reflection of what their children are achieving. There are a few links with partners in the local community, but these are not enough to enrich learning.
- The governance of the school includes representation from some, but not all stakeholders. Governors are unable to discuss the progress made on the previous inspection's recommendations, nor can they explain how the school leaders are held to account. Records show only a tenuous connection between the governors' meetings and the work of the school. The governing body has failed to exert a positive influence on the school.
- The daily running of the school is managed well. However, staffing is unstable, and a significant number of teachers do not have a professional qualification. The facilities and resources are inadequate. There is no multi-purpose hall, outdoor shaded area for physical education, laboratory technician, study facilities for post-16 students or an outdoor learning environment in the FS. The library is inadequate.

For Development:

- Improve the accuracy of teacher appraisals and improve the facilities and resources.
- Ensure that the governors of the school are well informed about all aspects of the school's performance.
- Stabilise the teaching staff and leadership team by hiring qualified and experienced professionals.

The Views of Parents and Senior Students

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



 Students	Most of the older students responded to the survey. About half indicate that they are happy, have a feeling of belonging and connect with their teachers when at school. Their overall well-being is similar to that of other students in Dubai. A few indicate that they have been victims of physical or electronic bullying.
 Parents	Only a minority of parents responded to the survey. Most parents express satisfaction with the school. Almost all agree that their children are safe at school, but about one third indicated that bullying is an ongoing issue. Parents indicate that school leaders are approachable and listen to them.

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