

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Oxford
School

Celebrating
10 years of
inspections

OXFORD SCHOOL

UK CURRICULUM

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School information

General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	1988
Website	www.oxford.sch.ae
Telephone	00971-4-2543666
Address	DUBAI - MUHAISNA 4P.O BOX 50091
Principal	AISHA ANSARI
Principal - Date appointed	6/16/2015
Language of instruction	English
Inspection dates	12 to 15 February 2018

Teachers / Support staff

Number of teachers	136
Largest nationality group of teachers	INDIAN
Number of teaching assistants	17
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	25%

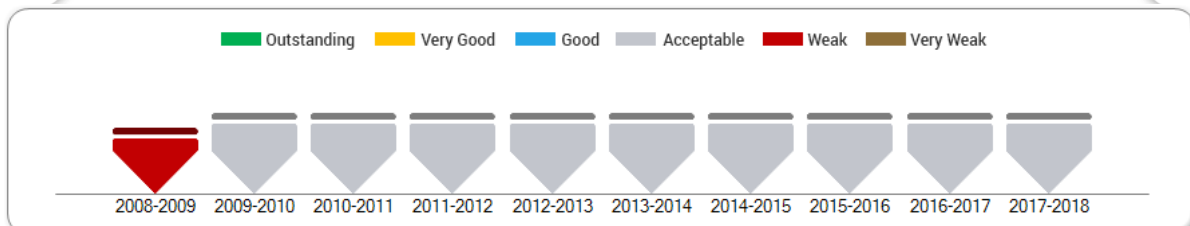
Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	FS2-Year 12
Number of students on roll	1719
Number of children in pre-kindergarten	0
Number of Emirati students	51
Number of students with SEND	37
Largest nationality group of students	Pakistani

Curriculum

Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	Cambridge/Edexcel IGCSE/GCE AS, A level
Accreditation	none
National Agenda benchmark tests	GL, ISA

School Journey for Oxford School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Oxford School was inspected by DSIB from 12 to 15 February 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The leadership with its clear vision of school improvement, is overseeing improvements in a range of performance indicators. Self-evaluation processes are developing, but inconsistencies exist in the rigour of teacher monitoring. The school is well supported by its parental and governing bodies. Resources to support student learning are adequate.

Students' achievement

The school has raised levels of achievement particularly in mathematics and science in the post-16 phase. Outcomes in Arabic as an additional language at secondary level have declined and there is insufficient improvement in English in the primary phase. Improvements are most notable in science. Students learning skills are better in Foundation Stage and Post-16 phase.

Students' personal and social development, and their innovation skills

Students have a positive attitude towards their learning, develop self-reliance and enjoy school. Behaviour in the corridor, in class and during break time is generally good. However, in a few classes in primary, the students' behaviour is not as good. The older students are developing their innovation skills and gaining increasing independence in their learning.

Teaching and assessment

The use of data to track progress and inform future planning for teaching is considerably improved. In the upper secondary and Post-16, this has improved the quality of teaching, learning and achievement. In primary, the quality of teaching is inconsistent. Classroom management, questioning and pace of learning are often too variable.

Curriculum

Careful curricular planning ensures continuity in learning across phases. A range of IGCSE and AS level subjects cater well for students' academic and career aspirations. In primary phase, an appropriate balance of knowledge and skills, and a greater consistency in the modification of the curriculum, to better meet the needs of all students is required.

The protection, care, guidance and support of students

Effective arrangements are in place to ensure students' health, safety and wellbeing. The comprehensive child-protection policy has been shared appropriately with stakeholders. Arrangements to identify students' special educational needs are effective, overall.

What the school does best

- The commitment of the senior leadership to improving the school
- Students' knowledge and understanding of Islamic values and their social responsibility and entrepreneurship
- Students' attainment and progress in IGCSE and A-Level in English, mathematics and science
- The school's thorough analysis of data, to inform future provision for students, particularly those in primary, secondary and Post-16 phases.

Key recommendations

- Governors and senior leaders should ensure that the school:
 - raises attainment and accelerates progress in students' day-to-day learning so that achievements in all subjects are at least at a good level;
 - improve the quality and consistency of teaching particularly in the primary phase;
 - accurately evaluates all aspects of provision and students achievements;
 - uses the outcomes of evaluations to inform precise school improvement targets which are then rigorously implemented and monitored

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable
English 	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics 	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Good ↑	Good	Very good ↑
Science 	Attainment	Acceptable	Acceptable	Very good ↑	Very good ↑
	Progress	Good	Good	Very good ↑	Very good ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good ↑	Acceptable	Good	Very good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment when measured by the National Agenda Parameter (N.A.P.) tests meets expectations in mathematics but is below expectations in English and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The National Agenda plans focus on all the key areas of data analysis and its subsequent usage. Governors are involved in the planning and very supportive of the implementation.
- Analysis of CAT4 and use of the combined report are comprehensive, providing teachers with a wealth of information to help them better meet students' needs.
- The school is using the data to modify its curriculum, with a focus on the development of skills, which is evident in the investigative approaches being used in science.
- The outcome of data analysis is enabling teachers to identify and increase opportunities for critical thinking and for applying learning to real life situations.
- All students and parents are aware of the N.A.P. individual reports and parents are supportive in providing students with tablet computers to support their learning.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School Leaders and governors identify Emirati students' abilities, aspirations and ambitions through assessments and discussions about individuals' progress and future intentions. The school engages parents as partners, sharing with them key information on students' aptitudes, abilities, targets, and progress. The school enlists Emirati student and parent support to celebrate UAE culture.
- Emirati students develop leadership skills through leading assemblies, in English, on important aspects of UAE culture and heritage. The school tracks the achievements of individual Emirati students through assessments, including the findings of cognitive ability tests, and plans interventions to address identified needs.
- Interventions are most effectively personalised in upper secondary and Post-16 and include well-planned support for students with clear career goals. Lessons in English focus on reading and writing for a range of purposes, and include appropriate emphasis on the acquisition of key vocabulary for problem-solving. Interventions to support the needs of Emirati students in primary are less effective.

The school's provision for raising the achievement of Emirati students is meeting expectations.

Moral Education

- The moral education programme is integrated appropriately with the school's curriculum framework. It is well planned, with meaningful cross curricular links which interest students and motivate them to learn.
- Moral education is taught in English. Teachers develop students' literacy skills systematically across the school. They supplement the Ministry textbooks carefully with resources about current affairs and encourage students to be reflective.
- Students participate actively in lessons, giving their views and opinions. Older students organise projects to celebrate the diversity of the school population and to encourage tolerance and respect.
- Teachers use different forms of assessment, including students' portfolios, learning journals and community action projects. Reports to parents include students' personal and social outcomes.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The UAE social studies curriculum is taught in English. Skills and knowledge are balanced to ensure continuity and progression.
- The subject leaders are well qualified and plan meaningful experiences for students. Teachers use a good variety of resources to match students' interests and mostly provide appropriate levels of challenge.
- Group discussions are common features of lessons. Students have opportunities for research and complete projects to share with others. They have a genuine interest in learning about the UAE.
- The school uses a range of assessment strategies consistently. These are varied to meet the needs of the learners. Older students are aware of the assessment criteria and take responsibility for their learning.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- The majority of students, particularly in secondary and post-16, can work creatively, demonstrating competent research and problem solving skills, for example, in their STEM projects.
- Students use their creativity and entrepreneurial skills to raise money for charitable giving, adding social benefit to the school community.
- The majority of teachers provide opportunities for students to use and apply learning technologies in creative ways to support their learning.
- Innovation is increasingly being incorporated into the curriculum and a range of extra-curricular activities enrich students' learning experiences.
- School leaders and governors actively promote entrepreneurship and teachers are encouraged to integrate innovation into their teaching and learning.

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

Main inspection report

1. Students' achievements

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

- The majority of students in primary, secondary and Post 16 phases are attaining above curriculum levels in Islamic education and are making better than expected progress.
- In the secondary and Post-16 phases, where there is active promotion of debating between students on different topics, improved levels of knowledge, skills and understanding are evident.
- Across all phases a majority of students make better than expected progress from their starting points and over time although there is some variability of achievement between different groups of students in some year groups.

For development

- Improve differentiation in lessons to effectively meet the needs of all groups of students in all year groups.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Most students develop their knowledge and skills in line with curriculum standards. Students in the primary phase, especially in lower year groups, are making better than expected progress compared to their starting points because of consistently higher expectations which focus on all language skills.
- Students' reading, speaking and listening skills are secure in all phases. Students in secondary and post-16 are able to demonstrate adequate comprehension skills. Students' writing, in all phases, indicates a reliance on copying rather than interpretation of information from a range of different sources.
- Slow pace and low teacher expectations of students' of different abilities in lessons often limits progress. The more able students are not always sufficiently challenged.

For development

- Provide frequent opportunities for all students to write, independently, creatively and extensively.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable

- Students' knowledge and understanding are strongest in the primary phase because of more consistently better quality teaching and higher teacher expectations.
- In the primary phase, students' speaking and reading comprehension skills are strong. In secondary phase, students' reliance on 'Google Translator', is restricting students' acquisition of new vocabulary and the development of their independent writing skills.
- Students' progress from their starting points and over time is variable. It is better in the primary phase where students have greater opportunities to interact with peers when practicing their spoken Arabic.

For development

- Monitor more closely how technology is being used in the teaching of Arabic, especially in the secondary phase, to ensure that it is enhancing student learning.

English 		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good

- A majority of students in secondary and post-16 phases have developed their knowledge, skills and understanding to a proficient level. They attain good results in IGCSE and AS English examinations. Progress in the secondary phase accelerates in the upper years where teaching is consistently good.
- Early reading skills develop well in the Foundation Stage. Speaking and listening skills improve through the primary phase. Older students demonstrate an increasing ability to critically analyse a variety of texts. They routinely use technology to extend their learning.
- Increased attention to the development of reading, comprehension and writing skills is having a positive impact across all year groups. In the upper phases, comparisons of the work of different authors is helping to develop the skills of critical analysis and logical argument.

For development

- Raise attainment, particularly in the Foundation Stage and primary phase, by improving reading, comprehension and writing skills in all year groups.

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

- Students' development of mathematical skills and knowledge is better in secondary and post-16. The older students' ability to understand mathematical concepts, and attempt problem-solving questions, is greatly enhanced by their more developed language skills.
- A feature of mathematics across the school, especially in the upper phases, is students' ability to understand how to apply their mathematical skills to solving real-life problems. This is supported by the systematic development of their understanding of key mathematical terminology, which results in strong progress especially at the post-16 phase.
- The increasing focus on mental mathematics in the primary phase is leading to improvements in students' understanding and use of number. This is effectively built upon in the secondary phase.

For development

- Ensure that students develop a secure understanding of mathematical language throughout the school, and provide many opportunities for them to apply their mathematics to real-life situations.

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

- Attainment in external IGCSE and A level examinations is strong and almost all students make better than expected progress and achieve more highly than their predicted examination targets. This is due to the strong development of learning skills.
- In the primary phase, attainment as reflected in external assessments is weaker, but in internal tests, lessons and students workbooks, students' knowledge, skills and understanding reaches levels that are in line with curriculum standards. The focus on scientific investigation and investigative skill development supports good progress over time.
- In the Foundation Stage, children are gaining a sound knowledge of scientific vocabulary and increasingly use it in lessons. They begin to make comparisons between themselves and other living creatures. Their observational skills are developing well. They are developing skills of exploring and investigating.

For development

- Improve attainment in the Foundation Stage and primary phase by providing students with open-ended investigations that require problem-solving.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Good ↑	Acceptable	Good	Very good ↑

- As students' progress up the school their learning skills improve as they work more independently. Almost all of the older students communicate their learning fluently and confidently, understand their strengths and areas for development and use learning technologies proficiently.
- Learning skills are more variable in primary, and rely on the ability of the teacher to facilitate independent and collaborative learning. Students are almost always engaged, but many in this phase can only work for limited periods without support or intervention.
- Children in the Foundation Stage are enthusiastic about learning. They are developing confidence in sharing their ideas and thinking for themselves. They can work in groups and independently for short periods.

For development

- Provide frequent opportunities for effective collaboration, critical thinking and the independent use of learning technologies in the lower phases of the school.

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

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

- Students, across all phases generally demonstrate good attitudes, develop self-reliance and enjoy school life. Students generally behave well, have positive relationships with each other and are respectful towards adults although there are some inconsistencies in behaviour in a small number of primary phase classes.
- Students across the school demonstrate a good understanding of safe and healthy living and are aware of how to maintain a healthy lifestyle.
- Student attendance is 94% which is good. However, a minority of students, do not arrive punctually at the start of the school day and to individual classes.

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

- Students, particularly at secondary and post-16 phases, have a detailed knowledge and understanding of Islamic values and how these have an influence on their daily lives and on society in the UAE. This knowledge and understanding is less well developed in Foundation Stage and the primary phase.
- Students' show an appropriate respect for the values, heritage and culture of the UAE, which they demonstrate through student-led presentations on UAE culture.
- Students, particularly those in the upper phases, have many opportunities to develop a very good understanding, awareness and appreciation of their own culture. However, their knowledge about other world cultures is more limited.

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

- Students understand their roles and responsibilities in the school and how these benefit members of the school community. They demonstrate a strong work ethic and a commitment to succeed.
- Students actively participate in a range of projects to raise awareness and improve the lives of others. They engage in fund-raising events, sustainability campaigns, and innovative projects.
- There is a clear focus on improving students' innovation skills for senior students, particularly in the areas of design and sustainability. However, students in the primary phase do not have sufficient access to similar initiatives.

For development

- Improve students' behaviour in the small number of primary classes.

3. Teaching and assessment

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

- Teaching is stronger in the upper school and is well planned to challenge the needs of students of all abilities. Teachers have secure subject knowledge and most ask skilful, thought-provoking questions, to test understanding and promote deeper learning and reflection.
- In the primary phase, teaching is improving but is inconsistent. Explanations are not always clear and checking for understanding is often limited. Investigations often lack a sufficiently clear focus. In addition, the pace of learning does not always allow sufficient time for students to complete and review tasks.
- Teachers in the Foundation Stage have a developing knowledge of how young children learn. Their planning includes resources for active learning but is not personalised to meet the learning needs of all. Teaching is improving children's phonics skills which results in more extended and independent writing.

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

- Assessment is more effective in the upper phases as the data is analysed and made available to teachers, who use it to personalise student learning.
- A strength of the assessment processes is the way in which the data is analysed and then used to identify strengths and weaknesses in students' performance. This information is used to modify the curriculum and to adapt teaching strategies to meet students' learning needs.
- Following the previous inspection, the school has made considerable progress in using data to track progress and address identified weaknesses. This is now beginning to have an impact on students' attainment and progress.

For development

- Ensure that all teachers, in all lessons, personalise the learning to meet the needs of all groups of students, particularly in the lower phases.

4. Curriculum

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

- The curriculum has a clear rationale and is well aligned to the school's values and vision. In the Foundation Stage, it promotes active learning and provides opportunities for 'free flow' exploration. Planning ensures continuity in learning across phases.
- The curriculum has an appropriate balance of knowledge and skill development. Cross-curricular themes are well planned and link students' learning to real life. The introduction of STEM lessons enhances links between subjects and the development of investigative and creative skills.
- The curriculum is regularly reviewed and modified by leaders and subject teachers. An appropriate range of IGCSE and AS level subjects appropriately cater for students' academic and career aspirations.

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

- In most secondary and post-16 phase lessons, the curriculum is adapted well to meet students' learning needs. In the earlier phases, the curriculum is not well modified and the work is not always sufficiently challenging for students of differing ability levels.
- Innovation and enterprise are regular features of the curriculum, as is the use of technology to support learning, particularly in the secondary and post-16 phases. Reading skills are enhanced in Foundation Stage using phonics programmes. In other phases an online reading programme, enables teachers to monitor students' progress and provide instant feedback.
- The social studies curriculum is thoughtfully adapted to enable students to relate their learning to UAE society and culture. Moral education is promoted well both as a stand-alone subject and a cross-curricular theme.
- Arabic as a first language is taught in the Foundation Stage for 60 minutes a week.
-

For development

- Ensure greater consistency in the modification of the curriculum in the Foundation Stage and primary phase to better meet the needs of students of differing abilities.

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

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

- Across the school, effective policies and procedures are in place to ensure students' health, safety and wellbeing. The comprehensive child protection policy is regularly reinforced through teachers and support staff training. Children know who to communicate with if they have concerns.
- Students' arrival and departure on school transport, or by other means, is well-organised and managed. Students are well-supervised at break-times. The school premises are well-maintained overall, although the air-conditioning is not effective in all areas of the school.
- In all phases, teaching and non-teaching staff promote students' healthy lifestyle choices. Confidential records, medicines and other potentially harmful substances are stored securely. Maintenance records confirm that key safety checks have occurred, including evacuation drills and safety equipment checks.

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

- In most school phases, positive staff-student relationships are evident. They are firmly based on mutual respect. In the primary phase, classroom management approaches are not consistently effective. School leaders are successfully improving overall attendance.
- Arrangements to identify students' with special educational needs, and those with particular gifts and talents, are effective overall. Support and intervention to meet most students' needs generally supports their progress well. This is less consistent in the primary phase.
- Effective support arrangements include age-appropriate lessons, seminars, presentations, and for older students, careers and further education information. A referral system provides individual support. Regular monitoring of student health and well-being provides opportunities to further explore students' views on meeting their needs.

For development

- Provide suitable learning conditions for all students by ensuring that the air conditioning is maintained and works effectively

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The governor for inclusion and senior leaders have produced school policies which demonstrate the schools commitment to inclusion. They are developing systems for planning and monitoring to provide better advice and support for teachers, to coordinate provision.
- Most identification procedures are accurate, but assessment systems are not fully embedded, particularly in the primary phase. Appropriate personalised interventions generally follow identification. However, they are not consistently applied in lessons across phases.
- Information exchange between the school and parents is generally appropriate. Parents know that class teachers are responsible for their children in school. However, communication with them is not always appropriately facilitated and there are limited opportunities for parents to access support and guidance.
- Curriculum planning is appropriately modified and generally takes account of individual needs. Although some teachers increasingly use effective strategies to support individual students, most of them still rely on generic strategies and on the deployment of learning support assistants (LSAs).
- The school has an accurate picture of the progress students are making overall. Progress trackers show that students are moving closer to achieving age-related expectations, but there is limited emphasis on personal improvement in learning and development.

For development

- Ensure that parents are effectively involved in the educational programme for their children by improving information exchange, guidance and support.

6. Leadership and management

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

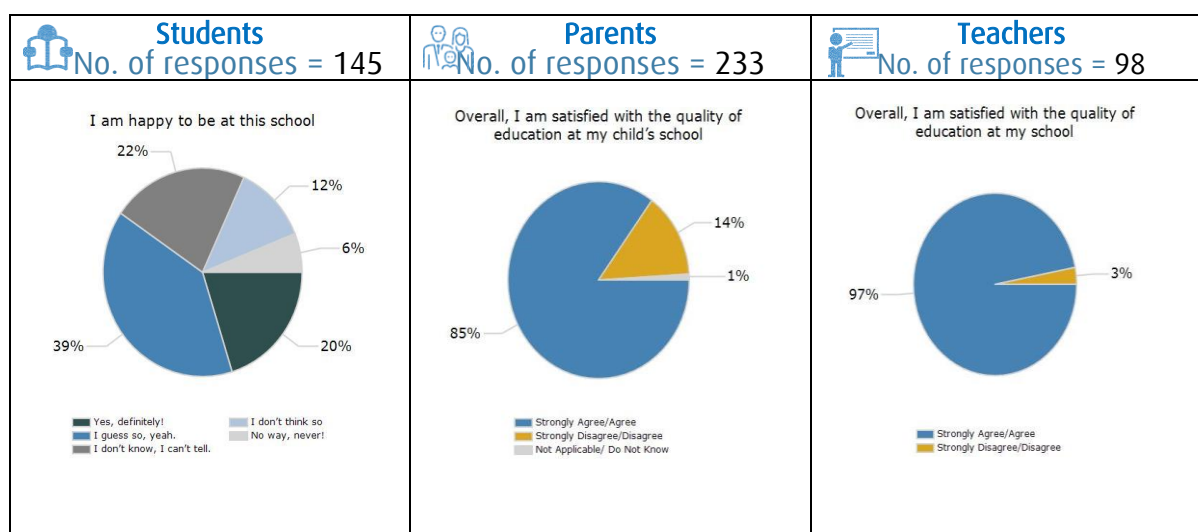
- The leaders share an agreed vision and show a clear sense of purpose. Their drive to improve learning outcomes has brought improvements in science at Foundation Stage, and secondary and post-16 phases. There is less success in the improvement of attainment in a number of primary subjects.
- Self-evaluation information is gathered from a range of sources, including parents, students and governors. It is used more effectively in some curricular areas, notably in science, to guide improvements in provision. However, it is not used consistently to inform school improvement targets for all areas of provision. Leaders monitor and evaluate the work and effectiveness of teachers, but monitoring in the primary phase lacks rigour.
- The school uses a range of methods to communicate with parents about their child's progress. The school has developed useful community links which help to extend learning beyond the classroom.
- The governing board includes representation from the school community, including parents. They respond constructively to concerns and suggestions from other stakeholder groups. They exert a positive and direct impact on the overall performance of the school. They actively support the school leadership to meet commitments to parents and are influential in shaping the school's future development.
- The day-to-day management of the school is adequately organised with effective procedures. There are sufficient qualified teachers to provide a broad and appropriate curriculum for all students, including support from specialists for students with special educational needs. The premises are adequate with some specialist facilities, but space is limited in many classrooms. Resources are adequate to support teaching and learning.

For development

- Rigorously monitor the effectiveness of teaching particularly in the primary phase.
- Use all self-evaluation information to inform school improvement planning and the monitoring of implementation.

The views of parents, teachers and senior 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.



 Students	Among the issues students raised were: the extent to which teachers treat students fairly; the need to have the student voice heard more effectively; more opportunities to develop leadership; the school's promotion of a healthy lifestyle.
 Parents	Some parents raised concerns about the security of the school building; safety on school buses; communication with parents and help and support for children's learning.
 Teachers	In general, the teachers express a high level of satisfaction with the school's provision.

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