

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

المعرفة
Knowledge

Inspection Report 2018-2019

Oxford School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



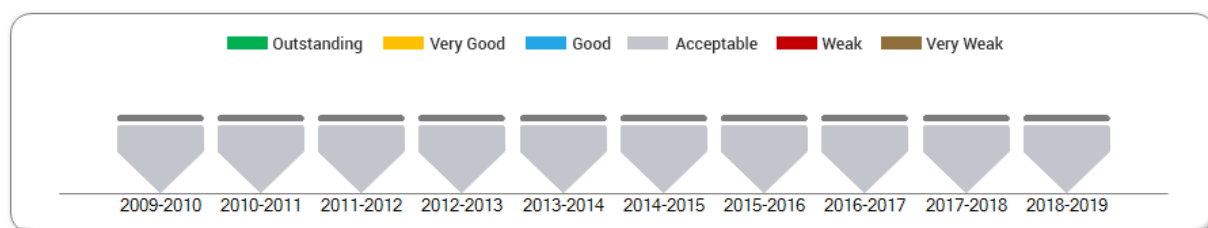
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School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	1988
	 Website	www.oxford.sch.ae
	 Telephone	00971-4-2543666
	 Principal	AISHA ANSARI
	 Principal - Date appointed	6/16/2015
	 Language of Instruction	English
	 Inspection Dates:	18 to 21 February 2019
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	FS2-Year 13
	 Number of students on roll	1582
	 Number of Emirati students	45
	 Number of students of determination	32
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	161
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	31
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	2
	 Teacher turnover	24%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, AS/A-Levels
	 Accreditation	Cambridge International School
	 National Agenda Benchmark Tests	GL

School Journey for Oxford School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Outcomes in Islamic education are good, with girls achieving better than boys. Progress in Arabic is more rapid in the primary phase. Outcomes in English have improved, with progress increasing in primary and secondary schools. This is mirrored in mathematics and science, where the strongest progress is at post-16, and least in Foundation Stage (FS) and primary science. Learning skills are stronger in the upper school.
- Students are positive, responsible and sensitive to others. Older students are self-reliant and accepting of critical feedback. Behaviour is mostly positive and conflict dealt with promptly by senior students and staff. Students have a secure understanding of Islamic values and the heritage of the UAE. Post-16 students extend that awareness to wider cultures of the world and recognise the need to support others. A strong understanding of the importance of sustainability is evident.

Provision for learners

- Post-16 teaching is most effective. Teaching is less developed in the FS and the primary phase. The best lessons encourage critical thinking and reflection. Internal assessment successfully measures academic outcomes. External benchmarking data are analysed well but do not lead to the adequate modification of the curriculum, or of teaching and learning. Assessment during lessons lacks rigour especially in the FS, and feedback does not always identify the next steps in learning.
- The curriculum has a clear rationale and is based on the National Curriculum for England standards. It provides breadth and balance of experiences. In the FS, phonic development and a thematic curriculum are addressing the interests of children. Lesson time has been extended to encourage student self-reflection, but this is not firmly embedded in practice. The post-16 curriculum is well-adapted to meet the wider needs and interests of students.
- The school provides a safe environment. Staff receive regular training in safeguarding. Healthy lifestyles are encouraged by medical and teaching staff. Student absences are monitored, and parents are contacted immediately. Systems to regulate access to the school site during drop-off and pick-up times are under review. The identification of students of determination is thorough, but support during lessons is less effective, especially in the primary phase. Career guidance is good at post-16.

Leadership and management

- Senior leaders share their inclusive vision of the school. They recognise the need to develop curriculum leaders, acknowledging that this will take time to have impact. Self-evaluation and external support have directed teachers' professional development but are not reflected in improved practice. Parents are satisfied with the school's work and communication is good. Governors understand the school's educational priorities, but resources are limited, and some are underused.

What the School does Best:

- Good systems have been developed to enable more accurate analysis of data
- Students achieve good attainment and progress in Islamic education, which they apply well to real life
- Students' behaviour, personal responsibility and appreciation of Islamic values, are very good, particularly in the senior classes
- There is very good provision leading to very good outcomes in the post-16 phase

Key Recommendations:

- Increase the accuracy of self-evaluation by developing middle leaders' skills in:
 - monitoring the quality of teaching and learning and its impact on students' outcomes, more systematically and rigorously
 - interpreting data with greater accuracy to inform practice during lessons.
- Improve teachers' ability to use assessments, including data analysis, to ensure that lessons meet the learning needs of all groups of students.
- Ensure that professional development for teachers results in greater impact on teaching for effective learning.
- Improve teaching and learning in the FS and lower primary phase by:
 - extending teachers' understanding of how young children learn best
 - improving lesson plans to include more independent learning, investigation and appropriate use of technology
 - developing teachers' questioning skills to make children and students think more deeply
 - ensuring that activities match the children's and students' different needs.

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	Good ↑	Very good ↑	Good
 Mathematics	Attainment	Acceptable	Good ↑	Good	Good
	Progress	Good	Good	Good	Very good
 Science	Attainment	Acceptable	Acceptable	Very good	Very good
	Progress	Acceptable ↓	Acceptable ↓	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable ↓	Acceptable	Good	Very good

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

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

4. Curriculum

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

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 (N.A.P.), 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 N.A.P. targets :

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

is above expectations

- International assessment data shows improvement in the students' overall scores in TIMSS 2015. The progress is stronger in mathematics and science in Year 8, and in science in Year 4. Although the school did not meet its targets for PISA in 2015, it achieved improved scores in all subjects in the PBTS 2017. The school's score for PIRLS in 2016 has improved significantly when compared with the results in 2011 and is now above the 500 centre point. When comparing N.A.P. outcomes against CAT4 measured potential, a minority of students achieve above expectations.

Impact of Leadership

is approaching expectations

- The leadership team supports the vision and goals of the National Agenda. Action planning identifies the necessary interventions and the processes for monitoring and measuring outcomes. However, the school does not use the assessment data skilfully to inform the modification of teaching to meet the learning needs of individual students.

Impact of Learning

is approaching expectations

- Critical thinking skills, inquiry and research are emerging features of learning in the school. Opportunities for problem-solving in mathematics are developing and research skills are stronger among older students. The use of technology and other available resources to enhance learning is limited.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Provide appropriate guidance for teachers on how to use assessment data to modify teaching strategies to meet the needs of all learners.
- Increase opportunities during lessons and beyond, to develop critical thinking, independent inquiry and research skills.

Reading Across the Curriculum

- Students' vocabulary and language skills in English are improving as a result of increased opportunities to read. Critical reading and comprehension are developing in Arabic.
- Older students are able to research, analyse and summarise texts in English. Students' confidence in reading in Arabic is under-developed.
- The school libraries have little impact on students' reading habits because they are not used effectively as tools to engage or support readers. Overall, the facilities and range of materials are inadequate.
- The school's leadership is committed to the development of students' reading skills. However, it is in the early stages of developing an effective strategy to promote reading across the curriculum at a whole-school level.

The school's implementation of reading across the curriculum is emerging.

For development:

- Establish a consistent and effective whole-school approach to reading across the curriculum.
- Provide a well-resourced library service, in suitable accommodation, to support reading for students and staff.

UAE Social Studies

- The curriculum is well planned. Teachers refer to real-life situations and use a range of resources to ensure that learning is interesting. Lesson plans are not always modified well enough to meet students' different needs.
- Students are committed to learning. Most concentrate well and collaborate in small groups to research topics. They listen to, and value one another's opinions. They respond to them thoughtfully.
- A large majority of students exceed expected levels for their age in the end of year assessments. This is confirmed by the work completed in their books.
- A range of assessment strategies is used to track students' progress. Analysis of data and students' work indicates that a large majority are making better than expected progress.

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

Innovation

- Students are being encouraged to use more advanced strategies and to develop their inquiry and creative thinking skills.
- The school develops students' work ethic well and supports them with a range of projects and initiatives. Some have taken part in innovative projects which add social benefit to the school community.
- The use of digital technologies to support learning is beginning to be developed during lessons. However, provision does not allow teachers to capture student input and is limiting the capacity to use it for deeper learning.
- There are too few integrated opportunities for innovation in the curriculum.
- Senior leaders recognise the need to embed innovation more effectively within the taught curriculum. Currently it is addressed through the Zero period and individual projects, rather than as an integral part of students' classroom experience.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of students demonstrate knowledge, skills and understanding that are above the MoE curriculum standards. However, internal assessment data indicate even higher attainment. Generally, girls achieve better than boys, and students in the post-16 phase make stronger progress than elsewhere in the school.
- Students demonstrate a more secure understanding of Seerah and Islamic concepts than of the Holy Qur'an and Hadith. Most of them understand the meaning of the Hadith and the Holy Qur'an, but too few are able to interpret them as evidence or for guidance.
- Students' recitation skills have improved since the previous inspection, particularly in the lower phases. Most students are developing an enhanced understanding of Islam and are making strong connections between learning and their lives.

For development:

- Ensure that students connect all areas of learning, from the Holy Quran, Hadith and Seerah, and use them for evidence or guidance.

Arabic as a First Language

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

- Attainment of most students in each phase is in line with curriculum standards. Knowledge and skills are stronger amongst younger students. Progress is inconsistent between the different groups of students. Students in the primary phase make more rapid progress than those in the secondary and post-16 phases.
- Most students have stronger reading skills. Comprehension skills are less developed in the upper years. Most students are better at extracting information than at writing about it, as their writing skills are limited.
- The application of speaking and listening in different scenarios is improving but variable between phases. This is the result of some groups being offered too few opportunities to develop their research and speaking skills.

For development:

- Provide a structured reading programme which enables students to read from different genres and extend their vocabulary.
- Encourage students to widen their vocabulary and apply it to their oral and written work.

Arabic as an Additional Language

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

- Considering the limited time that they have been studying Arabic, most primary students have well-developed knowledge and skills that are above curriculum standards. However, Arabic language skills are less developed for most secondary students.
- In both phases' students can speak using prior learning and in familiar situations. Reading comprehension and listening skills are stronger in the primary phase. The ability of most students to express themselves independently in writing is less developed.
- The inconsistent use and application of independent research activities in lessons do not provide an appropriate level of challenge for different groups of students.

For development:

- Provide more opportunities, orally and in writing, for students to practice all language skills and apply their vocabulary to real-life situations.

English

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

- Students in the primary and secondary phases make better than expected progress as they relate their work to curriculum standards. In the secondary and post-16 phases, the accuracy of students' writing skills is improving as they receive more opportunities for extended writing.
- In the FS, a majority of children make good progress as they have a secure knowledge of letters and sounds and use their knowledge of phonics well in reading and writing. In the upper phases, students have secure speaking and writing skills, and participate confidently in debates.
- Outcomes are improving as a result of better curriculum planning and monitoring. However, technology to enhance learning is not used regularly or effectively. The school's focus on wider reading has not yet improved students' skills or habits.

For development:

- Provide more opportunities to read texts, using a wide range of genres.
- Increase the use of technology to enhance research and to develop more depth in writing.

Mathematics

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

- The attainment of a majority of students is above curriculum standards in all phases except in the FS where it is less secure. Students' progress varies between the phases and depends largely on the levels of expectations and challenge provided during lessons. It is most rapid in the post-16 phase.
- Skills of mental calculations and basic algebraic manipulations are well developed in the upper primary, secondary and post-16 phases. Problem-solving is a developing feature for primary and secondary students. A majority of students at post-16 display substantial skill in solving differential equations.
- The development of critical thinking and problem-solving is evident in stronger lessons. However, too few opportunities are provided which encourage investigation and the practical applications of mathematics.

For development:

- Challenge students in all phases with tasks that develop their critical thinking, investigative and problem-solving skills.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Very good	Very good
Progress	Acceptable ↓	Acceptable ↓	Very good	Very good

- Results indicate that students achieve well in internal, national and international benchmark assessments. This is not reflected in FS or in the primary phase, where teaching and assessment do not enhance students' knowledge and skills in the use of scientific methodology. Attainment and progress during those lessons do not reflect examination outcomes.
- Attainment at the IGCSE cohort is stronger than work seen during lessons and in students' books. However, older students are making greater progress because teaching is stronger and encourages students to lead on their learning and to undertake independent investigations.
- Post-16 examinations and class work indicate that achievement is high, because most of the learning begins by posing a problem to solve and then applying students' scientific skills, including practical investigations, to resolve it.

For development:

- Ensure that teachers use assessment data to plan lessons to meet the needs of students of all abilities.
- Provide the regular use of practical work to begin the investigation process, based on students' prior knowledge and learning.

Learning Skills

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

- Most students are engaged and enjoy being in lessons. Children in FS and students in the primary phase have too few opportunities to apply their learning skills to independent work. Older students take greater responsibility for learning, interact well and share their ideas and knowledge more frequently.
- Students in the secondary and post-16 phases take advantage of opportunities to use technology for research. They make connections between areas of learning and the real world, particularly in Islamic education. This is not seen in other subjects for the younger students.
- Lack of challenge for students in the FS and the primary phase is preventing the development of inquiry and skills of analysis. As students' progress through the school these skills develop so that by the time, they reach post-16, most are thinking critically, working collaboratively and solving problems with confidence.

For development:

- Provide more opportunities for all students to work independently, and to make and apply meaningful connections between all the different areas of learning.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good ↑	Very good ↑

- Students in all phases display positive and responsible attitudes towards learning and their school. They are sensitive to the needs of others and most show genuine concern for one another. Older students are more self-reliant and self-disciplined.
- The behaviour of most students is good. Relationships with peers and teachers are usually friendly and respectful. Students are responsive to advice and thrive on critical feedback. Any incidents of bullying and conflict are resolved by teachers or senior students.
- Students contribute well to the promotion of healthy lifestyles by organising sporting activities and by encouraging younger students to make healthy choices in their life. Attendance rates and punctuality have improved since the previous inspection.

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

- Across the school students have a clear appreciation of Islamic values, as illustrated by the displays in school and during assemblies. A more secure knowledge and understanding is evident amongst senior students, although children in the FS understand the need for respect, tolerance and consideration.
- Younger students are knowledgeable about the heritage and culture of the UAE and the well-known attractions of Dubai. This knowledge develops through secondary and post-16 where students are able to explain its influence on life in the UAE today.
- The older students extend their awareness to encompass some other cultures of the world but with more limited detail. However, they are able to discuss in some depth, the dangers of stereotyping, particularly around religion and culture.

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

- Students have a keen sense of responsibility as members of the school community. Some play key roles in supervising and supporting other students. They acknowledge the need to support less fortunate people. Many participate in community fund raising events and several Emirati students work directly with the Red Crescent Society.
- Most students are diligent and want to do well. They are enthusiastic participants in science and engineering projects, and with a student exchange programme.
- Almost all students care for their school and community. They are interested in promoting conservation and are aware of the problems associated with pollution and climate change. The older students feel that their school is not as green as it could be, although there is a student committee to address the issues of sustainability.

For development:

- Ensure that all students become more independent and self-disciplined, particularly in the lower primary classes.

3. Teaching and assessment

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

- Teaching is noticeably better at the post-16 phase, where there is an emphasis on developing students' problem-solving and critical thinking skills. Lessons in the FS and primary years are more teacher-led and classroom management skills less well-developed.
- Teachers have secure subject knowledge, except in primary science. Lessons are collaboratively planned in most subjects. Questioning strategies are less secure and inconsistently applied. In the better lessons, questions are open-ended and encourage students to reflect and to evaluate their own learning.
- The recent introduction of extended time for lessons is intended to ensure each finish with the self- and peer-assessing of student learning. Not all teachers in the primary and secondary phases are adapting their practice to ensure that they always include such a plenary.

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

- Internal assessment processes are consistent in most phases and subjects and are aligned to the curriculum standards. They provide valid and reliable measures of students' academic attainment. The assessment processes are less consistently applied in the FS.
- The school participates in a range of external, national and international benchmark assessments. Comprehensive analysis of data is carried out but the use of these results to modify the curriculum, teaching and learning, is only emerging.
- The application of formative assessment during lessons varies between subjects and phases. Written feedback does not inform students of their targets or next steps in learning. Teachers' knowledge of students' strengths and areas for development, is only beginning to lead to individual support. The systems to monitor students' progress remain under-developed.

For Development:

- Ensure that the use of assessment data by teachers meets the learning needs of all students.
- Provide written feedback to students with precise details about how to improve their work.
- Apply the school's system for ongoing assessment more consistently in the FS.

4. Curriculum

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

- The curriculum has a clear rationale based on the National Curriculum of England standards. It provides a breadth of experience for all and a good range of options for the older students. In the FS it is delivered through a range of themes to address children's interests.
- Each subject is allotted a suitable amount of time. There is an appropriate balance between the development of knowledge and skills. Planning in each phase is structured and overseen by whole-school subject leaders. However, lesson planning is variable and cross-curricular links inconsistent.
- The school conducts an annual review. Enhancements have been made in the FS to develop the children's understanding and skills in phonics. Lesson length has been extended, but the effect on learning is not evident.
- Moral education is taught from Year 1 to Year 12 in English. There is a combination of discrete and integrated learning during fifty-minute lessons taught by the homeroom and humanities teachers.

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

- At the post-16 phase, the curriculum is adapted well and encourages students to be reflective, self-directed learners. In the FS and the primary years, the modification of the curriculum to meet the needs of all students is improving but still inconsistently applied, especially for students of determination.
- Opportunities for extra-curricular activities are available, and projects which encourage enterprise, innovation and empathy are being developed with students. An international student exchange programme is now managed by the Student Council.
- Students have a clear understanding of Emirati culture, history and values, which are embedded in subject areas across the curriculum. Emirati students have opportunities to engage in voluntary work with the Red Crescent Society, which has an alliance with the school.
- Arabic as a first language is taught in the FS for 30 minutes, twice per week.

For development:

- Ensure that cross-curricular links are meaningful, planned systematically and implemented in each phase.

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

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

- The school has an effective safeguarding system which ensures the safety and well-being of students and staff. All staff receive safeguarding training on a regular basis. All stakeholders agree that the school is a safe place for students and staff.
- Facilities, installations and services in the school maintain a safe and secure environment. The school promotes healthy lifestyles through a variety of curricular and whole-school initiatives, many of which involve the internal medical team, the canteen and physical education department.
- The school has systems that record and communicate absences effectively to parents. The regulations and monitoring of access to the school site especially in the early morning and afternoons, are only acceptable. This is in the process of being reviewed by leaders so that appropriate changes can be made to rectify the issue.

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

- There is an ethos of mutual respect and courtesy between students and teachers. Most students are self-disciplined and responsive, with any misbehaviour well managed. Systems successfully promote attendance and punctuality. Movement between classrooms is well monitored, ensuring a prompt start to most lessons.
- Thorough systems identify students of determination and their learning needs. Appropriate support is provided for the majority to make adequate progress during lessons, but this is inconsistent in the primary phase.
- The school identifies students with gifts and talents and provides opportunities for them to celebrate and share their skills. However, lessons do not always offer appropriate challenge for the most able. The school provides effective personal support for all, including guidance about higher education and careers for older students.

For development:

- Ensure that the support of students of determination in all lessons, enables them to build their confidence and make the progress that they are capable of achieving.
- Increase challenge and provide more opportunities for students with gifts and talents to maximise their potential.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion team and designated governor promote an ethos that welcomes students of determination. They are ensuring that systems are in place to provide for their needs. Specialist staff monitor, train and support teachers regularly to improve inclusive practices during lessons.
- The school has thorough procedures to identify students of determination, drawing on external expertise for more complex cases. High-quality individual education plans (IEPs) and classroom support plans provide clear targets for each student's development.
- Parents appreciate the regular communication with class teachers and specialist staff and feel informed about their children's welfare and progress. Parents work with the school to plan and review support and they welcome the guidance which they receive.
- Subject leaders, class teachers and specialist staff work together to plan appropriate modifications for individuals. However, the implementation of these plans during lessons is not consistent or always as effective as it should be. Teachers do not always have the skills to adapt tasks or to support the needs of students, particularly those with greater barriers to learning.
- Assessments indicate that students of determination generally make acceptable progress over time towards their academic expectations and personal achievement targets. However, progress is variable particularly during lessons, and dependent not simply upon the extent of their difficulties but the quality of support which they receive.

For development:

- Provide professional development for teachers to increase their understanding of more severe barriers to learning and increase their capacity to adapt their lessons to overcome them.

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

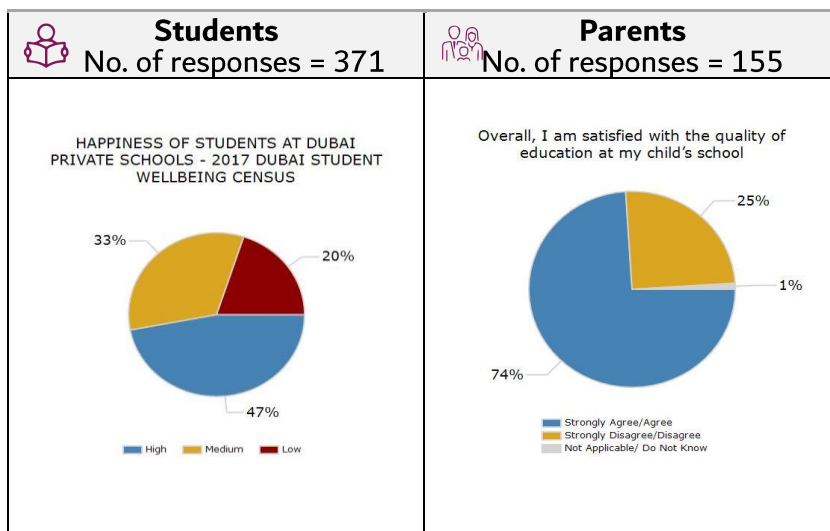
- Senior leaders share their vision of an inclusive school. Good relationships with staff are evident. In recognising the need to increase the capacity and skills of curriculum leaders, senior leaders have distributed responsibility to this middle tier. However, not all middle leaders have developed the skills to evaluate lessons with precision, particularly with regard to the outcomes of teaching, learning and students' progress. The school acknowledges that this is an area for further development.
- Assessment systems are comprehensive. External data are recorded accurately by teachers but do not have an impact on achievement. Lesson observations are insufficiently focused on outcomes illustrated by the data, therefore teachers' evaluations lack accuracy. Evaluations by middle leaders are not leading to improved classroom practice or to the use of data to adjust learning to match students' needs. Although self-evaluation has led to appropriate professional development, it is not reflected in practice.
- Parents are satisfied that the school is a safe and welcoming learning environment for their children. Communication between the school and parents is good. Parents believe that the school's policies are fair and appropriately implemented. Reporting to parents on learning and progress is particularly effective in the FS. A range of community and international links has been established and is enhancing learning opportunities and experiences for students.
- The owners and governors have a clear understanding of the school's priorities. A Parents' Council exists but not all parents are aware of it, nor of the selected parents sitting on the board and acting as their representatives. Governors have invested in external professional support. A recently appointed consultant is providing support and challenge for the provision and inclusion of students of determination. The impact of this and other recent developments is not apparent.
- The school is well managed. Leaders are committed to making any necessary adjustments required to meet current expectations. There has been considerable investment in human resources and in developing the skills of teachers and learning support assistants, although the impact is not yet manifest. Although good use of the limited physical resources is being made, for instance, in installing learning technology in small classrooms, some facilities, such as the libraries, lack essential resources and laboratories are underused.

For development:

- Evaluate carefully the impact of professional development for teachers and assistants by measuring improvement in teaching, learning, attainment and progress in each phase.

The View of parents and senior students

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



 Students	Of the students who responded to the survey, a large minority feel some negativity towards their school, with around 30 per cent suggesting they do not consider that they have a secure sense of belonging. 51 per cent feel that they do not have a strong relationship with any adult, but 74 per cent feel they have friends in whom they can confide. Inspectors received some notifications about conflict, but on the whole, they found a harmonious atmosphere in the school.
 Parents	While almost all parents who responded to the survey feel that their children are safe in school, only 47 per cent say that their children have a close relationship with any member of staff. This concurs with the students' responses. Around half of all respondents commented about issues of bullying but acknowledging that any conflict is dealt with quickly and fairly. A large majority of parents are very happy with the school overall.

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