

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Pristine Private
School

Celebrating
10 years of
inspections

PRISTINE PRIVATE SCHOOL

UK CURRICULUM

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School information

General information

Location	Al Nahda
Type of school	Private
Opening year of school	1992
Website	www.pristineschool.com
Telephone	042674299
Address	Al Nahda - 2 Area, P.O.Box 60830, Dubai, UAE
Principal	Shagufa Kidwai
Principal - Date appointed	15/6/2015
Language of instruction	English
Inspection dates	12 to 15 February 2018

Teachers / Support staff

Number of teachers	130
Largest nationality group of teachers	India
Number of teaching assistants	29
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	11%

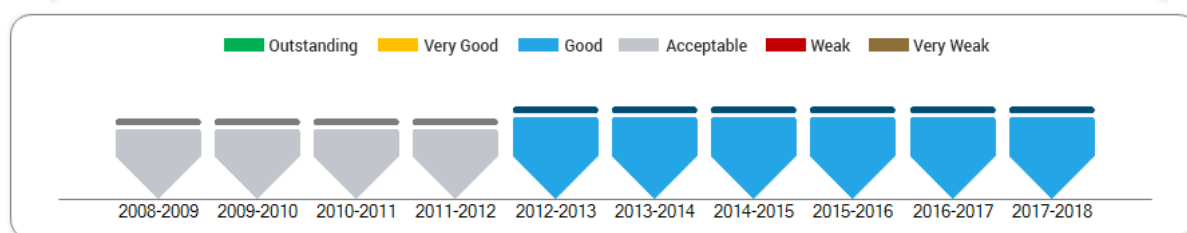
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1 to Year 13
Number of students on roll	1514
Number of children in pre-kindergarten	NA
Number of Emirati students	3
Number of students with SEND	41
Largest nationality group of students	Pakistani

Curriculum

Educational permit / License	UK
Main curriculum	UK
External tests and examinations	CAIE/IGCSE GCE, AS/ A levels
Accreditation	NA
National Agenda benchmark tests	GL, CAT4, IBT

School Journey for Pristine Private 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

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

Leadership and management

The principal, senior management team and governors are strongly committed to improvement. They share this vision with staff, students and parents. Parents play an important role in supporting the school. Staffing levels are well managed. Senior leaders' accurate identification of priorities for development is leading to improvements in students' achievement and aspects of provision.

Students' achievement

Children continue to achieve at high levels in Foundation Stage and are making excellent progress in mathematics and science. Students in the lower three phases attain very well in English and in science in the post-16, secondary phases and the Foundation Stage. In Islamic education and mathematics, achievement is positive but with variable levels across phases. Students achieve less well in Arabic as a first and second language.

Students' personal and social development, and their innovation skills

Students' very high level of personal and social skills continue to be a key strength of the school. At all levels, students are polite, courteous and responsible. They have a deep knowledge and understanding of the Emirati culture within the UAE. Students are building strong innovation skills which are related to the local and world-wide technical and scientific development.

Teaching and assessment

Teaching and learning are stronger in Foundation Stage and post-16, where teachers' knowledge of how students learn best supports approaches, which motivate students and encourage creativity. In the primary and secondary phase, lessons do not always develop deep thinking or independent investigation. Assessment systems are improved by effective analysis of individual student potential.

Curriculum

Extensions to the curriculum now allow more subject choice for post-16 students. Opportunities are being provided for students to develop innovation skills in projects and cross-curricular activities. Students, particularly in Foundation Stage and the primary phase, benefit from the additional focus and development of reading and writing for pleasure.

The protection, care, guidance and support of students

The welfare of students and keeping them safe and protected are a given a high priority. Attention to their social and emotional needs is of a very high standard. However, procedures to ensure all health and safety aspects are not always consistently applied. Students with special educational needs/disabilities (SEND) are welcomed and supported. Accurate identification of barriers to learning and ways to support progress are still developing.

What the school does best

- High standards of students' personal and social development
- The high quality of provision in Foundation Stage and children's engagement and progress in their learning
- The positive levels of achievement for students in most key subjects
- Links with parents, which result in supportive and effective partnerships for students' learning

Key recommendations

- Raise attainment in Arabic as a first and an additional language by:
 - improving the effectiveness of teaching in all lessons
 - providing first and additional language learners with consistent opportunities to develop their speaking and writing skills in challenging and meaningful contexts
 - accurately evaluating all students' starting points, and systematically tracking progress of their language skills
- Improve the quality of support for students with SEND by:
 - accurately identifying students' barriers to learning
 - providing teachers with quality training which enables them to implement individual educational plans (IEPs) and remove barriers to students' learning
 - matching the level of support required precisely to the needs of each student
- Improve teaching across all subjects, particularly at primary and secondary, so that it is at least very good, by:
 - rigorously monitoring lessons and focusing on students' learning and accurately measuring their progress
 - sharing best practice across phases, through high quality professional development

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Good	Good	Very good ↑
Curriculum adaptation	Very good	Good	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	Very good ↓	Very good ↓	Very good ↓	Very good ↓
Care and support	Very good	Good	Good	Very good

6. Leadership and management

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

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:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter tests is above expectations in English, mathematics and science.
- Leaders at all levels are committed to the National Agenda. The school's action plan is being used to implement the key requirements of the National Agenda within the life of the school.
- Data analysis of the National Agenda Parameter is thorough and shared with all teachers. Most teachers understand these analyses and increasingly use them to plan and shape lessons.
- The school is adjusting its curriculum planning to include opportunities for critical thinking and problem-solving, and cross-curricular links.
- Teachers are increasingly providing opportunities for critical thinking and problem-solving in lessons. However, the quality is variable.
- Results from the National Agenda Parameter is inspiring teachers to provide more opportunities for students to engage in project-based learning using a wide range of resources.

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

Moral Education

- The moral education programme is taught as a separate subject. It is integrated effectively within the curriculum to ensure there is smooth progression between phases in the development of students' understanding of key concepts.
- Specialist teachers and form teachers cover the four pillars of the subject. Lessons are engaging, although not always personalised for students' different abilities.
- Students are eager participants, willing to share their views. They consistently apply their knowledge and understanding to personal and local contexts such as rights and responsibilities of living in the UAE.
- Assessment processes are developing. They are largely based on teachers' observations of students' participation in lessons and their behaviour. Parents receive reports based on those assessments.

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

Social Studies

- The well-planned curriculum ensures students receive all aspects of UAE social studies programme.
- The subject is mainly taught by specialist teachers who generally plan engaging lessons that enable students to develop deep thinking skills. Teachers use their own resources to enrich the learning experience of the students.
- Students enjoy lessons and are willing participants, enthusiastically sharing their prior knowledge and real-life experiences. They collaborate well and carry out their own research projects effectively.
- Teachers use various methods to monitor the development of students' skills and knowledge. They use assessments during lessons, tests and evaluated projects to track students' progress. These are reported to parents.

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

Innovation in Education

- Students develop skills of innovation using technology. In post-16, they independently reflect, assess their learning and set targets.
- Students are keen to share and engage in experiences within the school community which help them think differently and develop their skills of social responsibility.
- Teachers challenge and promote students' higher order thinking skills. Increasingly, lessons include learning technologies for students to develop innovative approaches to learning.
- Opportunities to innovate and be creative are identified in the curriculum and implemented in enterprise lessons and extra-curricular clubs.
- Leaders promote a culture of innovation and have appointed a leader with responsibility for embedding innovative practice. However, it is not consistently evident in all subjects.

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	Very good ↑	Good	Good

- In all phases, students demonstrate a good understanding of Islamic concepts and values. Students' recitation skills are improving at a higher rate in the primary phase compared to the secondary and post-16 phases.
- Students in the primary phase have made significant progress compared to the previous year. Challenging questioning and activities are leading to increased understanding of Islamic concepts.
- Students' ability to apply skills in real life contexts is developing rapidly. Students' use of learning technologies in the middle and post-16 phases is strengthening their understanding of the key concepts.

For development

- Strengthen students' recitation skills, particularly in the secondary and post-16 phases.

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

- In the primary phase, most students demonstrate levels of attainment and progress that are above MoE curriculum standards. In the secondary and post-16 phases, students' levels of attainment and progress fall within expectations and only a few make good progress.
- In the primary phase, most students can read from a variety of texts and speak confidently, using a wide range of appropriate vocabulary. In the secondary and post-16 phases, the development of speaking and reading skills is inconsistent.
- The use of learning technologies in class is insufficient to enable students to develop their ideas and skills independently in research.

For development

- Provide students with sufficient time to engage in meaningful group discussions and reflection by posing open-ended and probing questions.
- Enable students in all phases to use technology independently and develop their language and research skills in Arabic.

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

- In the primary and secondary phases, students attain levels in all language skills that are in line with school curriculum expectations. They make better than expected progress when measured from their starting points in learning.
- In both phases, students demonstrate strong listening skills. However, their ability to respond orally is not as strong. Students write variable lengths of text, using punctuation and grammar inconsistently. In the primary phase, students' ability to understand texts is stronger when compared to students in the secondary phase.
- Although students make connections between what they learn to their life, it is inconsistent. The limited use of learning technologies restricts the development of language skills.

For development

- Provide students with opportunities to use Arabic in a wider range of contexts.
- Track students' progress in each of the four language skills accurately and provide them with feedback to inform next steps in learning.

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

- Students' achievement is consistently very high across the Foundation Stage and in the primary and secondary phases. Attainment levels indicated in the previous year's external examinations in post-16 are lower than reflected in lessons and in students' work.
- Progress for many students, often from lower starting points, is rapid. This results from a clear focus on developing all aspects of writing, including spelling grammar and creativity in all year groups.
- An increased focus on inferential as well as literal understanding and development of reading skills across other subject areas is leading to improvements.

For development

- Improve students' attainment levels in the post-16 phase by sharing best practice from the secondary phase.

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

- Across the school, students' results in external examinations are well above expectations. In the post-16 phase, students' progress is better than in the primary and secondary phases. In the lower primary phase, students' conceptual knowledge is less developed but improves towards the end of the primary phase.
- In the Foundation Stage, children have well-established skills in numeracy. At the end of the primary phase, the majority of students can apply their skills in geometry and, in the secondary phase, number skills are strong. In post-16, the majority of students have strong calculus skills.
- Increased challenge, overall, is leading to improvements in the development of critical thinking and problem -solving skills and an ability to link mathematics to real life contexts. However, in the lower primary phase the development of these skills is limited, restricting students' ability to solve problems.

For development

- Develop the critical thinking and problem solving skills of students in the lower primary phase.

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

- Children in Foundation Stage develop their understanding of the world well. They increase their scientific vocabulary, begin to make observations and explain them. This is not developed as strongly in the primary phase where students make slower progress.
- Across the primary and secondary phases, students conduct experiments and investigations to deepen understanding of scientific rules and principles. Most of the students, particularly in the secondary and post-16 phases solve problems with increasing mathematical and scientific precision.
- Students make very strong progress because they often apply their learning to the real world. Many students enjoy linking moral and social issues to science, which helps them identify the purpose of their learning.

For development

- Ensure more students demonstrate a clear understanding of what they are learning in the primary phase.

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

- Students, across the school, are keen and engaged learners. They work well independently and when cooperating with others. Most take responsibility for their own learning through self-assessment and target setting. They readily understand what they need to improve and how they might succeed.
- Most students make meaningful links to real-life applications, particularly in post 16, Critical thinking and problem-solving skills are not fully embedded in all subjects and lessons.
- In the Foundation Stage, children are innovative, use technology well and create their own designs. Use of technology is more limited in the primary phase. In the secondary and post-16 phases, students who bring their own devices to school are able to enhance and deepen their knowledge through research.

For development

- Increase opportunities for students to develop their critical thinking, problem solving and investigative skills across all subjects and phases.
- Provide consistent opportunities for all students to use technology in lessons to support their learning.

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

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

- As in previous years, students' attitude to their learning, their degrees of self-discipline, their relationships with and respect for others are at the highest levels. They are able to resolve issues with each other in a mature way.
- Most students follow healthy lifestyles. They enjoy exercise and enthusiastically participate in the extra-curricular sporting activities.
- Most students bring their own food to school. Staff are at hand to monitor what is provided from home, but students are able to make appropriate choices to support their well-being and health. Attendance is very good and students are punctual to class.

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

- Students demonstrate strong understanding and appreciation of the values and principles of Islam which results from the range of planned activities within and outside the classroom, including field trips.
- Students celebrate the UAE National Day and Flag Day. Understanding and appreciation of Emirati culture is a strength. Project-based learning such as “Building a Future on Mars” provides the students with the opportunity to understand the plans for the future in the UAE.
- Universal Children’s Day and International Peace Day, among other examples, contribute to celebrating the school’s diverse community and enable students to interact with people of different cultures. This strongly fosters the sense of global citizenship.

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

- Students’ social responsibility skills are a very strong feature across all phases. In the Foundation Stage, children understand the value of doing things for others through charity fundraising. Older students volunteer in projects that have a positive impact on school and the local community such as the ‘PPS Carnival’ and Dubai Cares.
- Students exhibit a very positive work ethic and understand the value of commitment in their activities. The student council organises important initiatives. Students in the upper grades enjoy working collaboratively and respond eagerly to challenges such as the ‘Inventica’ project of 3D modelling and printing of prosthetic hands.
- Students demonstrate a deep understanding of the environmental issues facing the UAE and the world. They comprehend the concept of renewable energy and the impact of global warming. They are fully aware of their responsibility for the school environment and recommend solutions to environmental concerns such as the need to install solar panels.

3. Teaching and assessment

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

- In the primary and secondary phases, the majority of teachers have a thorough knowledge of their subjects and a good understanding of how students learn. In most Foundation Stage and post-16 lessons, teachers apply their knowledge effectively to enable students to be successful learners.
- Teachers create positive learning environments in which most students can make good or very good progress. In some subjects, teachers' knowledge of how students learn, and their use of strategies that address the needs of different groups of students, are of variable quality.
- The school's focus on teaching strategies that develop critical thinking skills is having an increasingly positive impact on students' learning. There is evidence of innovative teaching that provides students with opportunities to use and apply advanced learning technologies in creative ways, but these are not fully established across the whole school.

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

- Leaders have developed strong systems for collecting and analysing assessment information. This information is available across the school and is used increasingly effectively, particularly in the Foundation Stage, to provide support and challenge for students.
- Assessment information is moderated to ensure accuracy. However, the measurement of progress is not always consistent, particularly in the upper phases.
- Leaders have used international benchmarking assessments to help teachers adjust their teaching and the design of the curriculum. The impact of these changes on student progress is growing, but it is not yet equally strong across the whole curriculum.

For development

- Accurately and consistently measure students' progress, both in lessons and over time, particularly in the upper phases.
- Use the information from the measurement of progress to adjust teaching, precisely to meet the needs of different groups of students.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Good	Good	Very good ↑

- The Foundation Stage curriculum takes into account children's interests and prepares them very well for the next stage in their learning. Cross-curricular links are very highly developed and effective, and applied within the thematic approach to learning.
- In post-16, the curriculum is mapped in detail and leads to the excellent provision of individual support. Cross curricular links are clearly identified, particularly in Islamic education and science. A greater range of subjects is being provided in the post-16 phase.
- The school has successfully integrated all the requirements of the UK curriculum. The inclusion of the Cambridge Research Qualification increases choice in the secondary phase. The promotion of innovation is not evident across all subjects.

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

- The curriculum is clearly aligned to children's interests and needs in the Foundation Stage. In other phases, the curriculum is well adapted to incorporate the requirements of the National Agenda. Recent enhancements to improve reading and mathematical literacy are strengthening students' language comprehension and problem-solving skills.
- The curriculum provides a range of interesting extra-curricular activities which enhance students' academic and personal development. Opportunities are being provided to develop the skills of innovation but these are not fully embedded in lessons across the school.
- Effective adaptations to the curriculum are being made to promote students' understanding and appreciation for the UAE heritage and culture. Students contribute to the local and wider community through local campaigns and fundraising for schools in the Philippines.
- Introductory sessions to Arabic are taught twice a week in Foundation Stage 2. Children take part in learning Arabic letter sounds and their different shapes.

For development

- Strengthen and enrich the curriculum by integrating opportunities within lessons in all subjects which enable students to develop their skills of enterprise and innovation.

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

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

- Rigorous formal procedures for the welfare and safeguarding of children provide a very safe, hygienic and secure environment for students across all phases. The school is very effective in protecting students from all forms of abuse, including bullying and via the internet and social media.
- A wide range of programmes is offered that promote safe and healthy lifestyles. Medical staff maintain detailed records of medicines and provide high quality care to students. Some students travel for extensive periods on buses to and from school and have few breaks between lessons.
- The school's policies are continuously and carefully reviewed to ensure safe and secure learning environments that meet the needs of students. The organisation of students' dismissal time is not always systematic and sometimes presents a risk to students' safety.

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

- Adults and students share responsibility for promoting high standards of behaviour across the school. School policies successfully encourage students to attend school regularly. Personal development is well supported by form tutors, with particularly strong academic guidance in the post-16 phase.
- The school identifies students' social, emotional and behavioural difficulties well. It is less effective at identifying the barriers to learning that may be contributing to these difficulties, resulting from a lack of sufficiently rigorous protocols and suitable resources.
- The information in IEPs does not consistently inform teachers' planning and adaptations required for students with SEND. Use of IEPs is more effective in the Foundation Stage.

For development

- Ensure the academic needs of students with SEND are consistently and accurately identified.
- Provide IEPs that identify strategies which enable students with SEND to make quicker progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school has appointed an inclusion champion, identified one governor for inclusive education, and developed an inclusive education action team. The action plan is not focused precisely on identifying barriers to learning, improving the quality of IEPs and accelerating progress.
- The school identifies students' social, emotional and behavioural needs well. However, it does not have sufficiently robust systems to assess other aspects of students' learning needs. Consequently, the academic barriers to learning that students experience are not clearly or systematically identified.
- Individual planning is shared and discussed with parents' full collaboration. They are very satisfied with the school's communication, particularly home-school liaison books. However, these books do not identify sufficiently the impact of interventions for students.
- Students with SEND are included in lessons but teachers do not make precise modifications or plan to deploy learning support assistants (LSAs) purposefully. Support for students with social, emotional and behavioural difficulties is well-focused on developing their skills of self-regulation and independence.
- Overall, students with SEND make good progress. The high priority given to social, emotional and behavioural support leads to very good improvement in that area. However, academic progress is less secure as a result of a lack of clarity about students' underlying educational difficulties.

For development

- Use assessment information to personalise learning so students make more rapid progress.
- Ensure the inclusive education action plan clearly identifies and sets measurable targets which address the most significant and specific areas for development.

6. Leadership and management

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

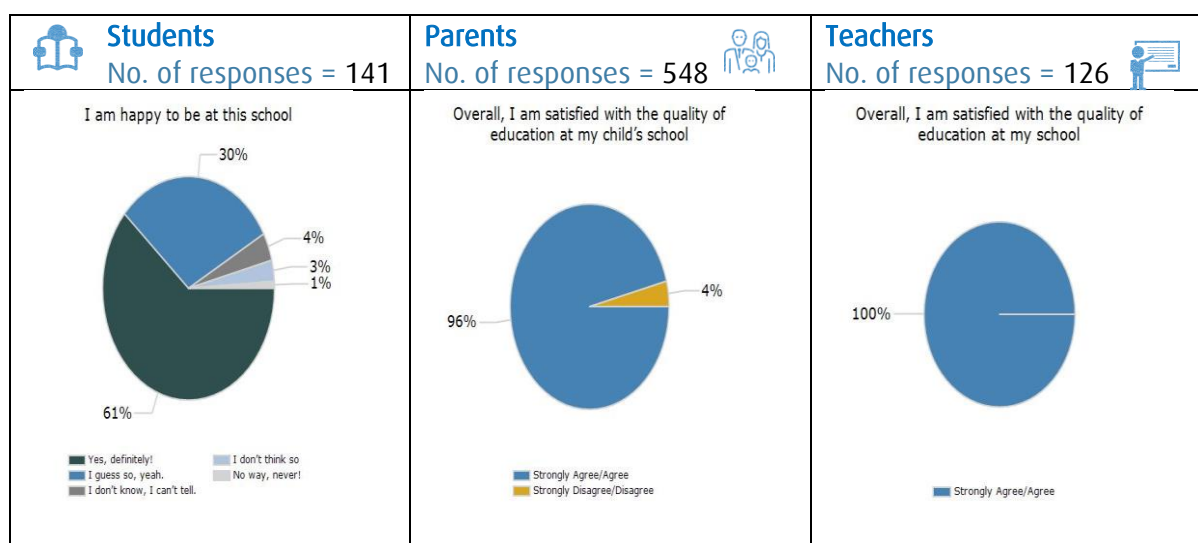
- Senior leaders work closely together, with a strong purpose and vision of improvement, in line with national priorities. The principal shows a deep knowledge of all staff and students. Positive ethos and working relationships ensure effective collaboration across departments and phases, supporting the wide range of student achievements and successes. Most leaders are effective in securing improvements based on their subject and educational knowledge.
- Self-evaluation processes take appropriate account of external assessment data and internal information. Senior leaders monitor the quality of learning by observing teaching. This is not always evaluated well enough to identify the support needed or where teaching is less than effective. The implementation of action plans for improvement are leading to positive outcomes, such as a greater understanding by teachers of how to use assessment outcomes to improve students' learning.
- Parents are very supportive and help to organise events for students and the school community. The school organises workshops to share information such as how to understand assessment data about their children's achievement. Parents with students who have SEND feel very welcomed. Productive links with local and international schools enhance students' understanding of other cultures.
- The governing board has wide representation. The parent council liaises effectively with governors. Feedback from surveys of parents' views are taken into account and acted upon. Governors visit the school regularly and take part in celebrating achievements. However, scrutiny of all aspects of provision is not always effective or comprehensive.
- The school is managed efficiently ensuring daily routines run smoothly. The very low turnover of staff supports continuity of provision. The newly resurfaced games court and dedicated areas for computers, technology and libraries are helping to enhance the learning environment. Most subjects are well resourced, especially in the Foundation Stage. Learning technologies for use in the primary phase are more limited.

For development

- Strengthen support and share best practice in teaching more effectively.

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	Students who responded to the survey, feel safe at school. They think teachers want them to do their best and believe they will succeed. Teachers listen to them and are helpful and supportive.
 Parents	Parents who returned the survey, are positive across almost every aspect of their child's experience. They consider their children are well cared for and supported to make good progress in their learning. A few would like their children to have more access to extra-curricular opportunities.
 Teachers	Teachers who responded to the survey, report full satisfaction about all elements of the school's provision. They feel the school promotes a healthy learning environment and students are kept safe using the internet websites.

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