

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

Inspection Report 2018-2019

Pristine Private School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



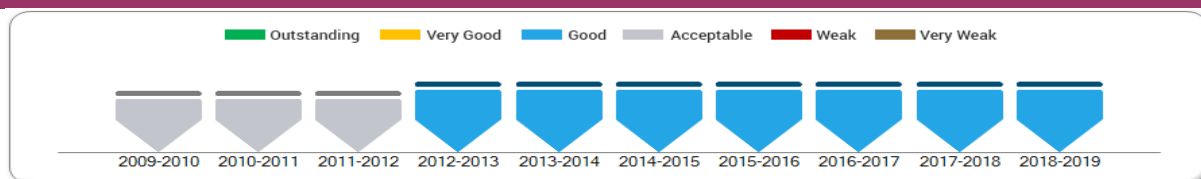
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School Information

General Information	 Location	Al Nahda
	 Opening year of School	1992
	 Website	www.pristineschool.com
	 Telephone	4267-4299
	 Principal	Shagufa Kidwai
	 Principal - Date appointed	4/1/2015
	 Language of Instruction	English
	 Inspection Dates:	18 to 21 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1504
	 Number of Emirati students	2
	 Number of students of determination	36
Teachers	 Largest nationality group of students	Pakistani
	 Number of teachers	126
	 Largest nationality group of teachers	India
	 Number of teaching assistants	21
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, AS/A-Levels
	 Accreditation	None
	 National Agenda Benchmark Tests	CAT4, GL

School Journey for Pristine Private School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The students' attainment and progress have improved in primary mathematics and science and in secondary mathematics. English, mathematics and science outcomes remain very strong in all phases. Academic outcomes are particularly strong in the Foundation Stage (FS). The outcomes from Islamic education remain good, with very good progress in the primary years. Students' Arabic is good in the primary years, but just acceptable in the secondary years. Very good learning skills are being developed in all four phases.
- Students display responsible attitudes and empathy towards others. They are enthusiastic and creative. They display clear understanding of Islamic values through very mature attitudes. They demonstrate very secure understanding of the heritage and culture of the UAE, but they also celebrate cultural diversity. They are ambitious and recognise that their individual achievements can contribute to creating a better world.

Provision for learners

- Teachers have thorough subject knowledge and plan their lessons well. FS teaching immerses children in an exciting learning experience. The best teaching matches work to students' previous learning and encourages independence. Teaching has improved, but remains inconsistent in the primary years. Teaching strategies are limited in Arabic and Islamic education lessons. Assessments of learning accurately reflect students' outcomes especially in the FS and primary years.
- The curriculum prepares students to be aspirational, and particularly enriches learning in the FS. Primary students are taught appropriate literacy, numeracy and scientific skills. Continuity of topics and the progression of challenge are well-planned. Post-16 courses match students' interests in science, technology, art and literature. The curriculum is adapted to challenge most students. In the FS, numeracy and literacy are integrated with 'discovery' learning. Many extra-curricular activities encourage innovation and projects, both locally and globally.
- Child protection procedures are secure. Teachers help students to keep themselves safe and parents reinforce those messages. The premises are secure and well-maintained to minimise risk, particularly in science, physical education and computer rooms. The buildings limit access for those with physical challenges. Students' well-being is supported in the Foundation Stage. Post-16 students receive high quality academic and careers guidance, but the arrangements for personal counselling are limited.

Leadership and management

- The senior leaders' clear vision and monitoring have led to improved teaching and learning. Accurate self-evaluation work has identified priorities and focused professional development. Parent partnerships are highly successful in supporting students' engagement with innovative and creative projects. The governing board is limited in its influence. Consequently, the provision for students of determination and those learning Arabic or Islamic education remains inadequate.

What the School does Best:

- It has improved academic outcomes in almost all core subjects.
- The high quality 'discovery' curriculum in the FS enables the children's outstanding achievements.
- Students develop very strong interpersonal skills, appreciation and understanding of Islamic values, the culture of the UAE and their own heritage.
- Students are socially responsible and keen to contribute to a better world.
- Students in all phases are confident, articulate presenters to all audiences.

Key Recommendations:

Improve the provision for, and outcomes by students of determination by:

- ensuring early and accurate identification of barriers to learning
- creating high-quality individual education plans
- monitoring the progress of each student
- reviewing and adjusting their plans and support accordingly
- providing high quality professional development for their teachers.
- Make better use of assessment information to plan tasks that challenge all students in Arabic and Islamic education.
- Improve teaching, especially in the primary phase, by:
 - questioning students to promote their critical thinking
 - providing different tasks that match the individual needs of students, particularly those of determination.
- Broaden the membership of the governing board to represent all stakeholders and ensure that the governor for inclusion is more effective in holding the school accountable for inclusive education.

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	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Very good	Very good	Very good	Good
	Progress	Outstanding ↑	Very good	Very good	Very good
 Mathematics	Attainment	Outstanding ↑	Very good ↑	Very good ↑	Very good ↑
	Progress	Outstanding	Very good ↑	Very good ↑	Very good
 Science	Attainment	Very good	Very good ↑	Very good	Very good
	Progress	Outstanding	Very good ↑	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Very good	Very good ↑	Very 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	Very good ↑	Very good
Assessment	Outstanding ↑	Very good ↑	Good	Good

4. Curriculum

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter (N.A.P.) targets:

Registration Requirements:

The school meets the registration requirements for the N.A.P. for the academic year 2018-2019.

The school's progress in international assessments is above expectations.

- In 2015, the results of Trends in International Mathematics and Science Study (TIMSS) tests were outstanding. In the 2015 tests for the Programme for International Student Assessment (PISA), the score for mathematics was very good, while science and reading scores were good. There were significant improvements in General Learning (GL) test scores between 2017 and 2018 among most year groups in English, mathematics and science. A 'gap' analysis between students' cognitive ability assessments (CAT4) in 2018 and the GL test results in English, mathematics and science all show very good progress.

The impact of leadership is above expectations.

- Senior, middle and curriculum leaders have a well-developed and detailed action plan for the National Agenda. The plan focuses on increasing cognition, illustrated by the CAT4 and GL 'gap' analysis. This focus is reflected in the well-developed strategies for improved learning. These are empowering students by means of self-assessment, and guiding the teachers' interventions for support or extra challenge.

The impact on learning is above expectations.

- Critical thinking and open-ended inquiry are strengths of students in all phases. Problem solving is a common feature of mathematics lessons. Students are required to read, discuss, analyse information and communicate their findings during almost all English lessons. Investigations are integrated in the FS, increasingly frequent in the primary years, but strongest in both secondary and post-16 science.

Overall, the school's progress toward achieving its UAE National Agenda targets is above expectations.

For development:

- Ensure that the key skills necessary for improvement are reflected in summative assessments in preparation for the next round of international benchmark tests.
- Empower teachers to apply the wealth of assessment data to meeting the needs of individuals and groups of students.
- Ensure that the learning skills evident in the FS and post-16 phase are Integrated in the other phases.

Reading Across the Curriculum

- The regular assessment of students' individual reading abilities and the tracking of their progress are well established in English but are at an earlier stage of development in Arabic.
- Most students have reading strategies above the expected levels. Reading schemes, guided reading and interventions successfully support their development to high levels.
- Libraries are well stocked to inspire reading for pleasure. Students in the primary and secondary phases have weekly English lessons to read and exchange books.
- School leaders are committed to developing students' reading proficiency. Reading policies are in place. Action plans and a library skills programme are being developed.

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

For development:

- Implement a programme to develop students' library skills progressively through the years.

UAE Social Studies

- The UAE Social Studies curriculum is well planned and enriched by a range of cultural experiences. As a result, students are highly motivated in their learning.
- Students' skills to collaborate and discuss issues of national and global significance are very well developed. However, their use of technology to aid research is inconsistent.
- The students' progress is tracked carefully and monitored over time through regular assessments. This information is used well to inform lesson planning.
- Students' achievements are above the expectations of the curriculum standards. As a result, their understanding of the values and history of the UAE is enhanced.

The school's implementation of the UAE Social Studies programme is above expectations.

Innovation

- Students have exceptional communication and presentation skills, gaining several awards in local and global competitions. They are independent and collaborative. They often use technology very confidently and display creativity.
- Students develop a strong sense of social responsibility towards their school and the wider society. They are involved regularly in supporting the less fortunate, both financially and practically.
- Teaching frequently stimulates students' innovation skills through skilful questioning. Teachers set challenging tasks, such as film making, to engage with the Children's International Film Foundation.
- There is an extensive range of innovative activities throughout the year, involving many students beyond the classroom. An example is the NASA 'Living in Space' initiative. Some activities are initiated by students.
- Leaders are committed to promoting innovation. A dedicated leader has been appointed who monitors students' engagement through a well-presented timeline of innovative activities.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- A majority of students demonstrate knowledge and understanding that are above the Ministry of Education (MoE) curriculum standards during lessons and in their recent work. The somewhat inflated internal assessment data suggest even greater attainment. Primary phase students achieve better than those in the secondary and post-16 phases.
- Most students have well-developed Holy Qur'an recitation skills. It is apparent that students, particularly in the secondary phase, have begun to link Holy Qur'an verses and Hadeeth to support their thoughts and opinions.
- Students' understanding and application of Islamic values to real life situations are particularly strong. This is illustrated well in their work, in other activities and through their behaviour in the school.

For development:

- Develop primary students' Holy Qur'an recitation skills and deepen their understanding of the meanings of what they recite.

Arabic as a First Language

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

- The majority of primary students demonstrate levels of achievements that are above the expected curriculum standards. In the secondary phase, most students achieve within expectations. Internal assessments of attainment are inflated. Secondary girls make faster progress than the boys.
- Almost all students in both phases are developing their comprehension skills during lessons. However, the linguistic outcomes are variable. Understanding of Arabic is less secure amongst older students and does not reflect their years of study. For many, the lack of daily use is limiting their development of the language.
- Additional resources, such as the Big Cat stories, support students' independent writing and expressive speaking. This is leading to some improvement, but too few students have enough confidence to express their own ideas using the language.

For development:

- Increase the capacity for independent learning and comprehension, particularly in the secondary phase.
- Read more to develop better dialogue, debating, writing and presentation skills.

Arabic as an Additional Language

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

- Primary students attain at higher levels than those in the secondary phase. However, the majority of students, both in the primary and secondary phases, make better than expected progress. Internal assessment results are inflated. The achievement of boys and girls is similar.
- Students in both phases display functional comprehension skills during lessons. Students in the upper years are insufficiently challenged, and so their progress is slowed. Primary students, particularly the younger year groups, express themselves well using a range of vocabulary.
- Reading the Big Cat scheme is supporting students' independent writing and improving their speaking skills. This has a positive effect upon younger students, but many secondary students still lack the confidence to express themselves in Arabic.

For development:

- Increase the capacity for independent learning and comprehension, particularly in the secondary phase.
- Read more frequently to develop better dialogue, debating, writing and presentation skills.

English

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

- Students throughout the FS, primary and secondary phases achieve highly on internal, national and international assessments. Post-16 students consistently gain high grades on the UK's AS and A-level examinations. In each phase, students' achievements are at least above, and often well above the curriculum standards.
- Students in all phases make very strong progress in their listening, speaking, reading and writing skills. FS children respond very well, both orally and in writing, to what they hear and read. Students' writing skills in the post-16 phase lack consistency of precision and detail.
- The focus on developing students' inferential reading skills is very effective. Beginning in the FS with images as well as texts, this leads to very good progress in understanding and responding to increasingly complex texts. Writing skills are particularly well-developed in the FS.

For development:

- Improve the formal writing skills required for upper-school external examinations.

Mathematics

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

- Most FS children attain above the curriculum expectations. In the other phases, students' attainment has improved. Internal and external assessments of learning indicate that a large majority of students make better than expected progress and attain above the curriculum expectations.
- FS children can apply numbers, shapes, spaces and measurements very well. A large majority of students in the other phases have secure number, geometry, measurement and data handling skills. The post-16 students have strong understanding of binomial theorem and polynomial functions. All students use mathematical vocabulary accurately.
- Students' progress has increased in the primary and secondary phases due to a focus on problem-solving and reasoning skills. During most lessons, students apply their skills to real life situations, enhancing their understanding of mathematical concepts.

For development:

- Students should think deeply and communicate their learning more effectively.

Science

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

- All students display broad knowledge and deep understanding of science. In all phases, their investigative skills are well developed as there is a strong focus on inquiry-based learning. FS children are immersed in discovery and investigations.
- Primary, secondary and post-16 students can explain their observations and conclusions extremely well both orally and in writing, often going well beyond the expectations. They frequently collaborate or work independently, questioning and challenging each other.
- Students' attainment and progress have improved, particularly in the primary years. Students find things out for themselves, and they all make rapid progress. They use technology well to support learning, to extend what they know and to link knowledge to life in the UAE and the wider world.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good ↑	Very good ↑	Very good

- Most FS children apply problem solving and inquiry skills very effectively, particularly in mathematics and science. Older students have very strong learning skills, but not all teachers provide enough opportunities to use them effectively, particularly during Arabic and Islamic lessons.
- Students in all phases interact and collaborate very well. They are keen to learn, start tasks promptly and sustain their enthusiasm without close supervision. They are independent and critical thinkers when given the right opportunities. They frequently relate academic learning to real life.
- Children begin to develop these skills in the FS and build upon them through the subsequent phases. Students take greater responsibility for learning in each higher year. Many students display innovative thinking beyond their classrooms, and some have gained international acclaim for their projects.

For development:

- Students should use their learning skills more frequently during lessons, especially those taught in Arabic.

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

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

- All students display very responsible attitudes to their work. The mentoring of younger children by senior students is indicative of their capacity to empathise with others. They are enthusiastic and creative, as demonstrated during a polished drama presentation on healthy lifestyles during assembly.
- Their appreciation of, and confidence in using different languages were demonstrated by Year 1 and 2 students' sharing of their own stories in English and Arabic and then, as an audience, responding to those presentations.
- Attendance rates are exceptionally good in the FS but less so further up the school. However, students are always punctual to their lessons. They have strong commitment to safe and healthy lifestyles. Most eat healthily and engage regularly in sports or other exercise.

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

- Students have clear understanding of the effects of Islamic values upon their lives, appreciating and respecting tolerance, morality and kindness. Most display these through very mature attitudes in their interactions with people from diverse backgrounds. They understand the challenges facing Islam in the world.
- Students demonstrate secure understanding of the heritage and culture of the UAE. They know how the UAE has changed and the challenges to its rapid development. Cultural diversity is celebrated through events, festivals and National Day activities.
- Students are very aware of their own heritage and traditions. They appreciate the similarities and differences between the diverse range of cultures represented in the school and throughout Dubai. They participate in many environmental, enterprise and community projects.

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

- Students show well developed social responsibility. They support a wide range of voluntary activities, such as visiting and helping elderly people in a community home, supporting Dubai Cares and raising funds for other children by organising a trade fair.
- A substantial number of students are involved with innovative challenges locally, nationally and internationally. One group is involved in a NASA Space Settlement Design Competition, and another in a world-wide climate action project, interacting with 250 other schools. Many others engage in locally-sponsored sustainability and environmental projects.
- All students adopt responsible attitudes toward the school, relate what they learn to real world issues and promote consideration and responsibility for others. They are ambitious and realise that their individual achievements can contribute to creating a better world.

3. Teaching and assessment

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

- Almost all teachers have thorough subject knowledge, plan lessons well and offer challenging opportunities for learning, particularly in the FS and upper phases. FS teachers immerse the children in exciting indoor and outdoor learning environments, promoting engagement and ensuring that they make excellent progress.
- Teachers' questioning promotes students' thinking skills, especially in the FS and the upper year groups. Teachers of English, mathematics and science are very successful at matching work to individual students' needs and encouraging independence. The systematic teaching of analytical skills is particularly evident in English lessons.
- Professional development has led to improvement in teaching. Most teachers ask questions that are designed to enable students to think and to answer in depth. A few teachers, particularly in the primary phase and in secondary Arabic lessons, lead students to answers, allowing limited opportunity for thinking.

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

- A wide range of assessment information is collected. Internal and external data are analysed thoroughly to ensure that classroom assessments accurately reflect students' attainment and progress. Assessments are most effective in the FS and have improved in the primary phase. However, the internal assessment data are inflated in Arabic and Islamic education.
- Teachers use cognitive ability tests to identify when students have weaknesses in skills that may impede their learning. They use this information and their own observations to provide support to ensure that students achieve their potential.
- Most teachers know their students, monitor their progress and give good advice on how to improve. Formative assessments are not conducted as effectively in the secondary and post-16 phases as they are in the FS and primary phase.

For development:

- Ensure that all teachers, especially in the secondary and post-16 phases, provide the academic guidance that students need to achieve their potential.

4. Curriculum

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

- The curriculum reflects the school's stated aim to prepare students to be 'Aspirational and Future Ready.' This is illustrated very well by the enriching learning experiences in the FS. Primary students acquire important literacy, numeracy and scientific skills that will serve them well in subsequent phases.
- Continuity of study and progression of challenge are well-planned, particularly from FS to Year 1. In all phases, students enjoy choices in their learning. Post-16 courses closely match students' aspirations, mainly in science and technology, but also in art and literature.
- Annual curriculum reviews, informed by periodic stakeholder surveys, aim to ensure that the curriculum meets students' needs. It fully does so in the FS and very well in the primary and post-16 phases for almost all students, but not for students of determination.

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

- The curriculum is adapted successfully, with programmes planned to include work that challenges most students appropriately. In the FS, basic numeracy and literacy are embedded within a discovery-based curriculum that allows each child to be engaged and challenged.
- In all phases, activities engage most students and enable them to develop their learning skills. The focus is particularly innovative in the FS. In the higher phases, there is a broad range of extra-curricular activities to encourage innovation and address the needs and interests of most students.
- There are ample opportunities to engage with projects in the local community. In all phases, curricular changes have extended students' knowledge, understanding and appreciation of the heritage of the UAE. Opportunities to develop students' enterprise skills are less evident.

For development:

- Extend to the other phases the excellent practices of curriculum design and adaptation already in place in the FS.

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

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

- Procedures for child protection are understood well by students, teachers and parents. All new staff members receive training, which is renewed regularly. Teachers ensure that students understand how to stay safe, and parents reinforce those messages.
- The premises are secure and well maintained. Students are well supervised during all activities and at dispersal. All risks are assessed and minimised appropriately. Safety is particularly emphasised in subjects with potential risk, such as science, physical education and information technology.
- Medical records are kept meticulously. The medical staff provide high levels of care and inform teachers of anything that might affect their students. They support education on healthy lifestyles. The premises, due to their old age, restrict the movement of some students with physical challenges.

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

- Care and support are given high priority. Relationships are positive and firmly based on mutual respect and trust. High expectations and clear procedures for managing behaviour result in students' outstanding conduct.
- Attendance rates vary; they are very good in the FS but poorer in post-16. Students arrive on time and are punctual for lessons. The school is increasingly inclusive. Procedures for identifying the needs of students of determination and of those with gifts and talents are secure. However, provision and support for these students are only adequate.
- The well-being and personal development of children in the FS are particularly well supported. Academic and careers guidance is of high quality, particularly for students in the post-16 phase. However, the arrangements for counselling secondary students are limited.

For development:

- Ensure that secondary students have access to expert and confidential counselling.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior leaders are committed to building a fully inclusive school. An inclusion champion has been identified, but this is an inclusion manager rather than a dedicated governor. In consequence, there is insufficient accountability for the inclusion of students. However, inclusion is now identified as a development priority.
- The school uses a range of summative and formative assessments to support the initial identification of students' additional needs. External professionals are not involved in verifying specific needs in order to guide teachers and provide students of determination with more appropriate support.
- Parents of these students have positive relationships with the school. Communication with the school is effective and helps to ensure that parents are well-informed about their children's progress.
- Curriculum adaptations during lessons to meet students' individual needs are not consistently effective. Planning and resources to support learning by these students are not always sufficiently personalised. This shortcoming restricts the students' progress.
- Teachers' assessments and students' work indicate that most students of determination are making satisfactory academic progress over time. Personal support by the inclusion team is helping most students to develop increasing levels of independence.

For development:

- Ensure that the policies and procedures for admission outlined on the school's website accurately reflect an inclusive ethos.
- Improve the provision for students of determination so that they make more rapid progress and achieve higher outcomes.

6. Leadership and management

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

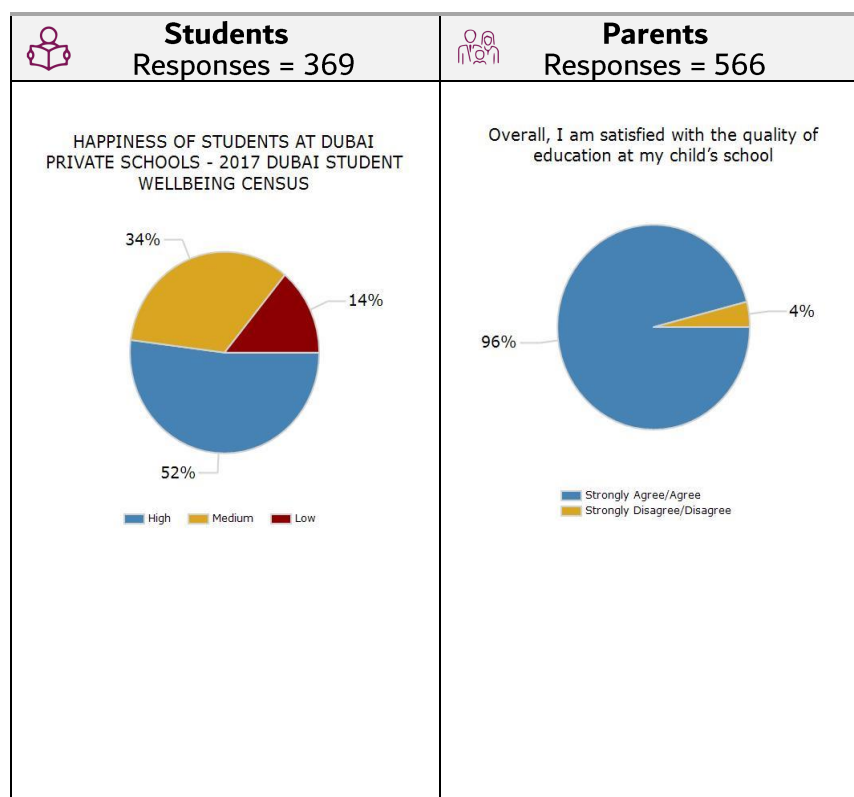
- Senior leaders have a clear, shared vision that addresses the expectations of the UAE National Agenda. Their actions have ensured significant improvements in teaching and learning, enhancing students' outcomes in all phases, especially in the FS. Their effects upon the provision for, and outcomes by students of determination are not as apparent. Most middle leaders show ample capacity to maintain improvements. Positive relationships with the teaching staff are reflective of high morale.
- Accurate self-evaluations ensure that the school has identified the right priorities. Professional development has improved the quality of teaching in most areas. A wide range of data is analysed well and used successfully to adapt the curriculum, to assist in lesson planning and to develop better teaching strategies. However, these are not apparent during all lessons, particularly in the primary phase. Lesson observations and the monitoring of work by leaders at all levels have improved students' outcomes.
- School leaders very successfully engage in partnerships with parents in support of their children's education and in the wider work of the school. Helpful orientation events identify and foster such partnerships. Communication between homes and the school is regular, informative, supportive and reciprocal. Progress reports include profiles of students' performances, their next steps and informative comments on their personal development. The school engages students well in enriching partnerships for local, national, and international outreach, often supporting innovative, creative and future-focused thinking.
- The governing board is limited to the owners but is ably led by the Chair, who has a clear understanding of the school's priorities. Regular surveys and engagement with students and the parents' council enable some communication of stakeholders' views. Governors regularly visit classrooms to inform their understanding of the school's challenges and priorities. Holding leaders to account for the school's outcomes has contributed to improvements. Governors have not adequately raised the profile of, or provision for students of determination. There are still relative shortfalls in the Arabic and Islamic education programmes.
- The daily management of the school is well organised. Dispersal arrangements have improved since the previous inspection. Well-deployed staff members, supported by a wide-ranging professional development programme, have improved teaching quality. Technology resources have been enhanced, with laptops, tablets and a 'Synergy Lab.' The 'Discovery Lab' extends FS children's opportunities for innovation and investigation. Every effort is made to optimise the ageing buildings and limited site, but the corridors are rather crowded workspaces for students and teachers.

For development:

- Governors should raise the profile of special educational needs provision:
 - to extend a clear welcome to students of determination
 - to ensure that teachers are suitably equipped to identify students' needs and to provide support.

The Views of Parents and Senior Students

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



 Students	Most students who responded to their survey feel very positive about the school. They believe that it is a mutually supportive environment in which students value each other's differences but also feel they are part of a group. They acknowledge that there can be challenges between individuals but overwhelmingly feel safe at school. This reflects the impression of the inspection team during their visit, which observed a strong community ethos amongst very mature young people.
 Parents	Almost all parent respondents believe that teachers have helped their children to develop good learning skills. They appreciate that leaders and teachers listen to and act upon their views. There were some individual concerns expressed about insufficient music, physical education, speech and drama within the curriculum.

What happens next?

The school has been asked to prepare and submit an action plan to the DSIB within two months of receiving the inspection report. This should address:

- recommendations from the 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