

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

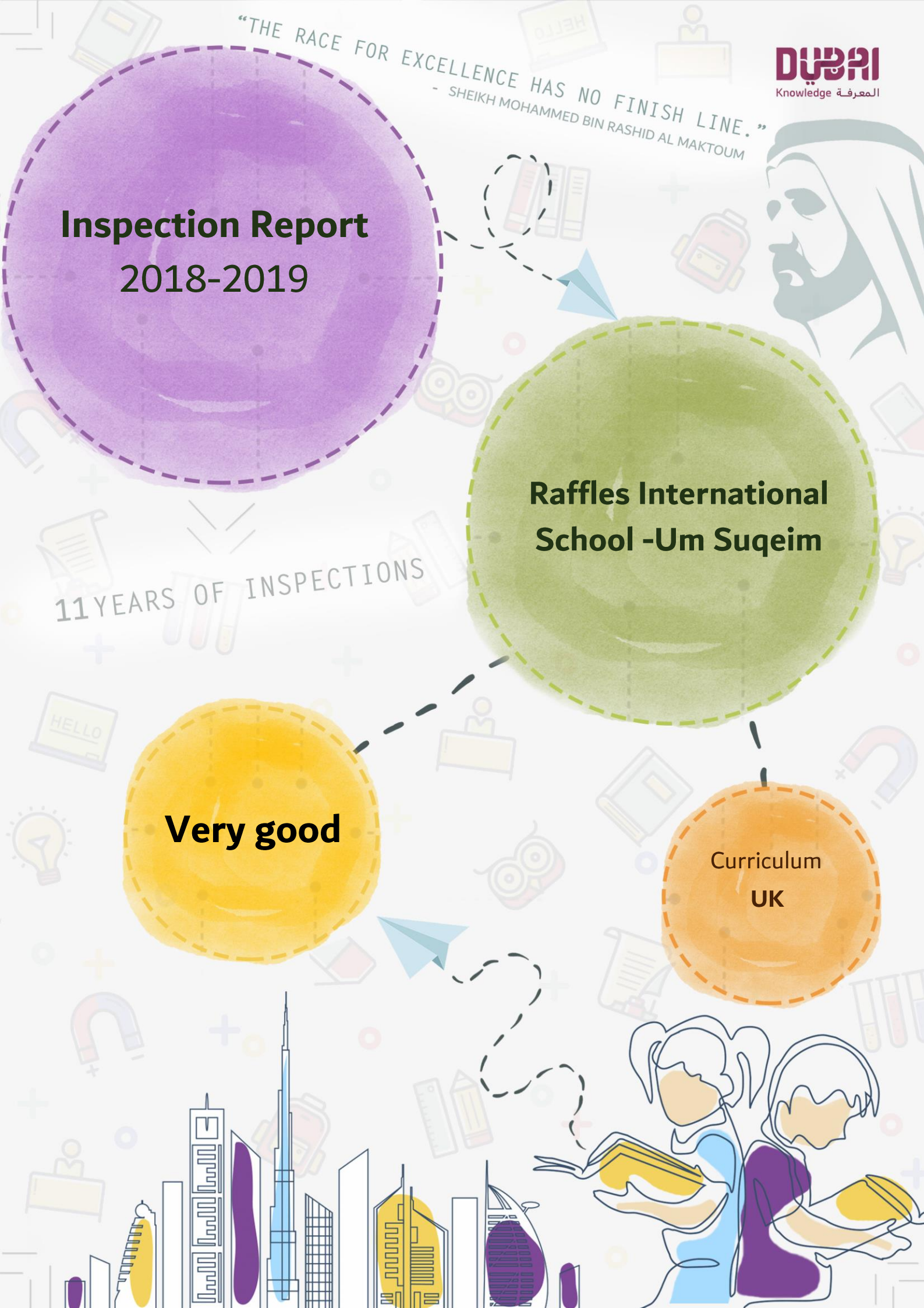
Inspection Report 2018-2019

**Raffles International
School -Um Suqeim**

11 YEARS OF INSPECTIONS

Very good

Curriculum
UK



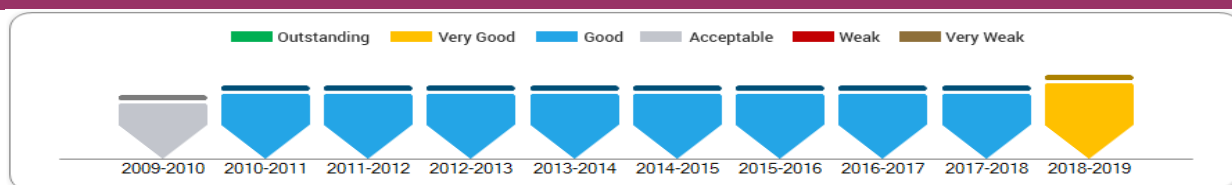
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School Information

General Information	Location	Umm Suqeim
	Opening year of School	2011
	Website	www.rafflesis.com
	Telephone	04-4271200
	Principal	Tim Richardson
	Principal - Date appointed	1/27/2018
	Language of Instruction	English
Students	Inspection Dates:	12 to 15 November 2018
	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	FS2-Year 13
	Number of students on roll	1255
	Number of Emirati students	130
	Number of students of determination	110
Teachers	Largest nationality group of students	Arab
	Number of teachers	127
	Largest nationality group of teachers	British
	Number of teaching assistants	14
	Teacher-student ratio	1:10
	Number of guidance counsellors	2
	Teacher turnover	16%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, CAT4
	Accreditation	BSO, CIS
	National Agenda Benchmark Tests	GL, CAT4

School Journey for Raffles International School -Um Suqeim South BR



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Progress in all subjects, in nearly all phases, is good or better. It has improved in Arabic, as an additional language, in English and in science in primary and secondary. Attainment in science, in the primary phase, mathematics in the secondary phase and science at post-16 have all improved. The recent introduction of a phonics programme and guided reading is supporting the progress of reading in lower primary.
- Throughout the school, students display highly positive and responsible attitudes to learning. They show self-discipline and have strong, supportive relationships their teachers and with each other. Their sense of responsibility and community involvement, both within the school and in the local and wider communities, is conversant with the values and heritage of where they live.

Provision for learners

- The development of learning skills and the quality of teaching have improved in the primary and secondary phases. Learning skills in Foundation Stage (FS) 2 are outstanding. The use of assessment has also improved with teachers making better use of the wealth of data to build on students' starting points and to support their needs in lessons.
- Positive changes have been made this year to the school's curriculum. The Early Years Foundation Stage (EYFS) is now operating alongside the existing Montessori programme in FS2. In primary and secondary, students are transitioning into the National Curriculum for England (NCfE). Additional subject options are being provided in Years 10 and 11 but options are more limited at post-16. The curriculum is being successfully modified for different groups of students.
- Strong support, high levels of care and standards of health and safety, combine to create a secure, happy environment, in which students can develop personally and academically. New appointments to the inclusion team, and the restructuring of leadership in primary, are having positive impacts in the school. Particularly noteworthy this year is the positive use of Student Passports by many teachers.

Leadership and management

- Changes to leadership, new appointments, some restructuring and focused training, are resulting in improvements to the overall school performance. Leaders know their school and have prioritised actions that are leading to better provision and the raising of standards. Parents are increasingly better informed with regard to their children's progress. Governance has a wide-ranging mechanism for fulfilling its key roles of holding leaders to account and targeting resources effectively.

What the School does Best:

- Leaders, in a short period of time, are bringing about improvements in students' progress.
- The partnership with parents is enriching the school, informing the decisions of leadership, and effectively supporting learning at home.
- High levels of care support the development of students' personal attitudes, social responsibilities and environmental awareness, within the context of the UAE's Islamic values.
- The school provides a rich and safe learning environment, a range of resources well-matched to the learning needs of its students, and high-quality staff.
- The school's progression in achieving the UAE National Agenda targets exceeds expectations.

Key Recommendations:

- Broaden and strengthen the design of the curriculum in post-16 to provide opportunities for all students so that they are well-prepared for further education or chosen careers.
- Raise students' achievement:
 - in Arabic as a first language and Islamic education, by setting challenging activities and tasks with high expectations that are in line with MoE curriculum standards
 - in Arabic as an additional language, by ensuring that students follow a curriculum that is challenging and is appropriately matched to the number of years of study
 - in primary Islamic education, by providing more opportunities for students to deepen their knowledge and develop their skills in active learning environments, particularly in Islamic for non-Arabic speaking classes.
- Develop teachers' expertise and understanding of the barriers to learning for students of determination, particularly Wave 2 students, in order to accelerate their progress.

Overall School Performance

Very good ↑

1. Students' Achievement

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Good
Curriculum adaptation	Very good	Very good	Very 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 ↑	Very good ↑	Very 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			Outstanding	
Governance			Very good	
Management, staffing, facilities and resources			Outstanding	

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

National Priorities

National Agenda Parameter



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

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments

is above expectations

- Progression towards National Agenda targets can only be measured in TIMSS grade 4 science and mathematics. Progress shown in mathematics was very good whilst in science it was outstanding, with the school passing the targets set in both cases. Although the school was not selected for the PISA test over the last few years, students did take the PISA-based test for schools in 2017, where their scores in mathematics, science and reading were all towards the top end of the scales. The PIRLS scores between 2011 and 2015 show strong improvement with the latest test placing the school high up in world and UAE averages.

Impact Of Leadership

is above expectations

- All leaders support the school's drive to reach National Agenda requirements. The action plan to achieve these goals is detailed and specific with measurable objectives. Data is effectively analysed to make curriculum modifications to help achieve both TIMSS and PISA targets, but less effective in adjusting teaching for students requiring moderate support.

Impact Of Learning

meets expectations

- There are excellent examples of students using critical thinking, but in some lesson opportunities are too simplistic or not provided. Given the opportunity, students generally demonstrate that they can use higher order thinking, particularly in FS and in science. Students' development of research skills is inconsistent because they are not taught systematically by all teachers.

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

For Development:

- Ensure that data is used to modify teaching in class that effectively addresses the needs of students who require additional support with learning.
- Map the teaching of research skills and monitor the impact of this across all phases and subjects.

Reading Across the Curriculum

- A significant number of initiatives have been put into place to enhance progress in reading across the curriculum and accelerate student achievement.
- Students' skills, and their understanding and confidence in using reading strategies across different subject areas, are well-developed with older students showing competent levels of critical appreciation.
- The school's library programme offers a variety of initiatives to motivate and engage students in reading, such as 'Reading with Dad' and the bilingual story reading times. However, the integration of the library programme into the school's curriculum is developing.
- School leaders are committed to improving the provision for reading across the curriculum and in providing students with substantial opportunities to participate in reading-related events.

The schools provision, leading to raised outcomes in reading across the curriculum is Developing

For Development:

- Increase the opportunities for older students to develop further their academic and lifelong reading skills.

UAE Social Studies

- The enhanced social studies curriculum is delivered from Years 2 to 10. Topics include history, geography and economics, linked to the UAE in the context of the Arabian Gulf.
- Learning skills are developing well with active learning and animated discussions and debates. Students engage enthusiastically in research and projects, making connections from an Emirati perspective.
- In lessons and their recent work, the majority of students attain levels that are above the curriculum standards of the UAE social studies programme.
- Students' enthusiasm, thirst for learning and willingness to share their ideas, have a positive impact on their individual progress in this subject.

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

Innovation

- Students in all phases have a variety of platforms through which they can share their learning.
- There are many student-led initiatives which demonstrate their social responsibility, such as the anti-bullying ambassadors who guide behaviour during the break time.
- Many teachers use technology and applications innovatively to support students' learning. In Year 4, technology is used to recognise images, linking internet media to them.
- An innovative extension to the curriculum is the Mother Tongue Language Programme, which is delivered during and after school as a means of maintaining and developing first languages.
- School leaders are fully committed to innovation. Creative practices, such as leadership peer and paired lesson observation, and opportunities for action research, are supporting staff development.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in secondary and post-16 have made improvements in their understanding of Islamic concepts. They are actively engaged and have more opportunities to share their ideas. In the secondary phase, students are starting to link verses from the Holy Qur'an and Hadeeth in support of their opinions.
- Holy Qur'an recitation skills of Arabic speaking students is developing more quickly than non-Arabic speaking students. Students can think independently, and critically in some cases, but rarely apply these skills when researching and during independent study.
- A greater variety of activities, and more skilful questioning by teachers, particularly for Arabic speakers, are having a positive impact on students' understanding and ability to link Islamic values to real life. However, assessment data lacks the accuracy to build securely on prior learning.

For Development:

- Enhance Holy Qur'an recitation skills and understanding, especially in the primary phase.
- Measure, with greater accuracy, the progress students are making and use this information to plan lessons that provide appropriate challenge for all students.

Arabic as a First Language

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

- Listening skills are strong in all phases. In certain domains, students in the primary phase are achieving at higher levels than those in the older year groups. Internal assessments confirm this correlation.
- The majority of students are developing their reading comprehension skills well, particularly in the primary phase. Most students read correctly but not fluently. Too many students are not using Modern Standard Arabic when expressing their views. Writing skills are under-developed, especially in the higher grades.
- Progress has improved because students' skills are developing at a consistent level. However, standards are not yet reaching higher levels because tasks are not set at the appropriate levels required, particularly in secondary and post-16.

For Development:

- Develop students' speaking skills using Modern Standard Arabic, especially in secondary and post-16.
- Provide more opportunities for students to write in a range of genres, in line with the standards specified in the Ministry of Education (MoE) curriculum.

Arabic as an Additional Language

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

- In both phases, students are developing their basic language skills well. As yet, standards are not always aligned to years of study and although students are making good progress, less than a majority of students attain levels that are above expected levels.
- The majority of students are making good progress with skills in comprehension and structured writing. However, they do not write creatively and in a range of genres. Most students read adequately, especially those in the higher ability groups. Speaking skills are at an early stage of development. The progress of students who are new to Arabic is a strong feature in the school.
- Progress is improving because of a more consistent approach to the teaching of Arabic. However, the system for tracking students' progress does not reflect the number of years they have been studying Arabic. Consequently, they do not have an accurate understanding of their next steps in learning and are not reaching the expected curriculum standards.

For Development:

- Develop accurate tracking systems that reflect the appropriate years of studying Arabic, and enable students to identify their next steps in learning.
- Provide quality learning opportunities for students to develop all language skills, particularly speaking.

English

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

- Assessment data in FS2 indicates the large majority of children are achieving above age-related levels. Progress has improved for students in the primary phase, especially now they are being assessed against the National Curriculum for England (NCfE) standards, with its wider range of English language expectations.
- A phonics and guided reading programme recently introduced in the primary phase, is also accelerating English language acquisition. As students' progress through the school, strategies for developing writing skills, together with a deepening focus on reading, are having a positive impact on progress.
- The introduction of a modified curriculum for English as an additional language (EAL) in secondary has resulted in accelerated progress for students, enabling them to return to mainstream classes and join their cohort for the IGCSE exams.

For Development:

- Provide support and challenge for all groups of students to make appropriate progress in all skills in English.

Mathematics

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

- Children in FS2 make rapid progress through practical activities. A focus on number in the primary phase is developing students' numeracy skills rapidly. Enquiry and investigation are less frequently seen in secondary. Post-16 students and children in FS2, show commitment and enjoyment of mathematical challenges.
- Secondary students make impressive progress with IGCSE results demonstrating high attainment. In lessons and recent work, post-16 students show a strong work ethic that ensures quick progression against individual targets. Primary students achieve better internal assessment results than in their external tests.
- Recently introduced options in post-16 provide suitable challenges. Assessment procedures in the senior school accurately measure achievement and provides reliable data for teachers. Curriculum modifications are showing signs of improving knowledge and skills in geometry, previously identified as a weaker area, through benchmark testing.

For Development:

- Provide more opportunities for all students to link their learning to other subjects and to real-life applications.

Science

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

- Primary students' attainment in international benchmarks tests is higher than those of students in the secondary phase. IGCSE results are good and, as yet, there are no external examination results for post-16.
- FS2 children are able to investigate and observe closely. Their skills in saying what might happen next and explaining why, are developing more slowly. Primary students are skilled in designing their own experiments and make significant gains in learning through practical activities. Secondary and post-16 students are not always confident in their laboratory skills.
- The school has made significant improvements in using the scientific method and developing scientific vocabulary. These initiatives have raised the level of challenge and accelerated the rate of student progress, especially for those in primary and secondary.

For Development:

- Increase the opportunities for scientific enquiry in FS2 through prediction and hypothesis.
- Develop the laboratory skills of students in secondary and post-16.

Learning Skills

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

- In FS2, the children's acquisition of learning skills is flourishing. Students' learning skills in primary and secondary are improving, as teachers increasingly develop students' independence and collaboration. Some examples of innovation and enterprise are evident, but these skills are less well-developed in the post-16 phase.
- Students show high levels of engagement and make valuable connections with the world around them. They have a very good understanding of their strengths and next steps in learning, through self and peer assessment. Students use technology with confidence to enhance their learning. Research skills in English are particularly strong.
- Enquiry skills are developing, especially through science. Critical thinking is improving. Teachers planning includes the development of this skill. However, it is not a consistent feature in the delivery of lessons.

For Development:

- Develop students' skills in innovation and enterprise throughout the school and particularly in post-16.

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

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

- Students across all phases demonstrate confidence in their own abilities, self-reliance and responsibility as members of the school community. They participate enthusiastically in lessons and in extra-curricular activities. Older students, with designated roles as prefects or buddies, support younger students very well indeed.
- Through the senior student leadership council, students contribute to the daily running of the school and offer their ideas for improvement. Relationships between staff and students are positive and students are very comfortable seeking advice, support and guidance.
- Attendance is very good and improved processes for monitoring and encouraging older students' punctuality to lessons are having positive results. An increased enrolment in the extra-curricular sports programme, and engagement in fitness challenges, indicate students' strong awareness of importance of healthy lifestyles.

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

- Students demonstrate an excellent understanding and awareness of Islamic values and appreciation of their importance in UAE. The awareness of Emirati culture is strong across the school, but especially in FS2.
- Students exhibit pride in their own cultures, enthusiastically describing their food, music, and sports. They share these in student-led and initiated assemblies, and national and international days. They have a strong appreciation of the uniqueness of Dubai as a fusion of many cultures.
- The school makes continuous efforts to improve students' awareness and knowledge of Islamic values. Events within the school and visits to the Grand Mosque in Abu Dhabi, for example, contribute to their excellent appreciation of Islam.

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

- Across all phases, students are responsible and contribute actively to the life of the school and wider community. They show care and understanding for others, frequently initiating projects that make worthwhile social contributions, such as the 'shout-out' initiative by students in the primary phase.
- Students enjoy their work and have an excellent work ethic. Older students undertake entrepreneurial actions, such as fundraising activities and the organisation of Ramadan fridges, that have a significant social impact. The nurturing of innovative ideas and projects is still a developing feature in the school.
- Students' environmental awareness is very strong. They recycle plastic bottles, grow organic vegetables and actively seek ways to improve their environment. The recent appointment of an environmental co-ordinator, is contributing positively towards the school's sustainability agenda.

For Development:

- Provide more opportunities for students to initiate and manage projects that lead to enhanced innovation skills.

3. Teaching and assessment

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

- In most subjects, teachers are skilled at planning a variety of engaging activities. However, this is less successful in Arabic as a first language and Islamic education. The systematic development of students' entrepreneurial and innovation skills is at an early stage, especially at post-16.
- Teachers' questioning is a strong feature of lessons. Staff successfully create an atmosphere where students willingly share their ideas. Although teachers plan a variety of tasks for different abilities, not all teachers are skilled at personalising learning for Wave 2 students of determination.
- Teaching has improved, particularly in the primary and secondary phase. The focus on providing greater challenge, especially for more able students, is a significant feature across most areas of the curriculum.

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

- Learning journals are kept in FS2 that provide authentic evidence of children's achievements. More detailed written feedback is given in the primary phase, especially in Arabic, as a first language, and in mathematics. The full range of benchmarking in primary and secondary is used to identify curriculum gaps and modify teaching.
- In English, mathematics and science, assessment information is used to plan for individual students, but this is less effective in Islamic education. Self- and peer-assessments are regular features of lessons, allowing students to take greater ownership of their learning.
- Internal and benchmarking data are analysed and teachers update comprehensive class files. Teachers know their students well and set appropriate targets. Systems allowing students to monitor their own progress are having a positive impact on learning.

For Development:

- Ensure that all teachers make effective use of assessment information to plan activities that meet the needs of all groups of students.
- Provide students with feedback that is of a consistently high standard and that includes next-steps advice.

4. Curriculum

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

- A Montessori approach runs alongside EYFS curriculum in FS2. The primary and secondary phases are successfully transitioning to the revised NCFE. Additional subjects, such as Drama and Travel and Tourism, add breadth and choice to the GCSE programme. However, there is insufficient choice to prepare post-16 students for further education or chosen careers.
- Transition between FS2 and primary is supported by a modification of the Year 1 curriculum with some extension of the learning experiences of the early years. From Year 3, there are opportunities for students to learn three languages, as well as experience the Mother Tongue Language programme.
- Cross-curricular links abound in FS2 and primary, where history, geography, UAE social studies, the moral education programme, and the Circle of Culture lessons, are skilfully linked together. The small numbers of students, and a reasonable range of curriculum options, result in increasingly personalised learning in post-16.
- Moral education is taught as a discrete subject in line with statutory requirements. Progress is measured through a range of formal and informal assessments.

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

- The curriculum is very well planned with regular modifications to provide engaging learning opportunities for the majority of students. The early years curriculum develops skills through a range of topics and experiences. The Montessori curriculum effectively complements the EYFS curriculum.
- The curriculum is interesting and motivating. Students have numerous opportunities to engage in activities that develop creativity and promote social contribution. The school has introduced a wide range of extra-curricular activities enabling students to extend their learning and interests.
- Strong curricular links ensure students develop an excellent understanding of Emirati traditions, culture and values. In the Circle of Culture lessons, students learn about others' home countries. The school has introduced Arabic days to improve students speaking skills in Arabic. first.
- All children in FS2 have 55 minutes of Arabic each week.

For Development:

- Provide further opportunities for students to engage in activities that promote enterprise.
- Broaden and strengthen the design of the curriculum in post-16 to provide opportunities for all students so that they are well-prepared for further education or chosen careers.

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

- The required procedures for child protection are clearly understood by students, teachers and parents. New staff at all levels receive training and all staff support students in understanding how to keep themselves safe. Parents attend workshops so that they can reinforce the school's messages about personal safety at home.
- Detailed medical records are kept with medical staff providing high levels of care. The school is proactive in minimising risks to students. A caring and strong support system ensures high levels of emotional well-being for students.
- The school premises are very secure, and students are carefully supervised at all times. The school premises are accessible, and inclusion is actively promoted. Visitors with restricted mobility have access to various parts of the building. Equipment is available for safe evacuation if necessary.

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

- Relationships between staff and students, based on mutual respect, contribute to the caring and inclusive ethos of the school. High standards of behaviour have a positive impact on student development. A robust system for monitoring and tracking attendance and punctuality is firmly in place.
- Effective procedures ensure the early identification of students of determination and those with gifts and talents, enabling access to the curriculum and support with learning. The school is effectively developing a school-wide approach to support literacy for EAL learners and Arabic for native Arabic speakers.
- The school's counselling service is successful in supporting the emotional and social needs of students. Senior students are allocated a personal mentor who helps to support their personal needs, alongside the developing guidance from the careers advisory team.

For Development:

- Review and enhance the careers advice and guidance for students in secondary and post-16.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- School leaders promote an inclusive ethos and expect teachers to take responsibility for the progress of students in their lessons. Policies and plans set out responsibilities for all stake-holders. Regular review, monitoring and evaluation results in effective improvement planning.
- A wide range of assessment tools are used to identify learning needs accurately. Reviews are on-going, and provision is improving. Training for teachers and learning support assistants is in place and is beginning to improve their effectiveness of support for students. Curriculum provision for the majority of students is appropriate.
- The school works very well in developing partnerships with parents of students of determination. They have access to a range of guidance, training and support. Parents views are valued, and they make effective contributions to their children's education.
- Curriculum planning is modified to match a range of students' needs. However, individual education plans (IEPs) do not always include specific targets and appropriate strategies to enable students to overcome barriers to learning. Support is focused on promoting confidence and resilience. Learning support assistants effectively contribute to the differentiated support for students. Overall, support and guidance are increasingly personalized to meet students' needs.
- The majority of students of determination make good progress in their learning. The school has effective tracking, monitoring and evaluation tools in place. Students identified as having gifts and talents have portfolios to enable them to build on their strengths with success.

For Development:

- Refine individual education plans to include specific targets, with detailed teaching strategies, and provide training to enable teachers to understand how to support students effectively to overcome barriers to learning.
- Monitor with greater accuracy the quality of provision in lessons for students of determination.

6. Leadership and management

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

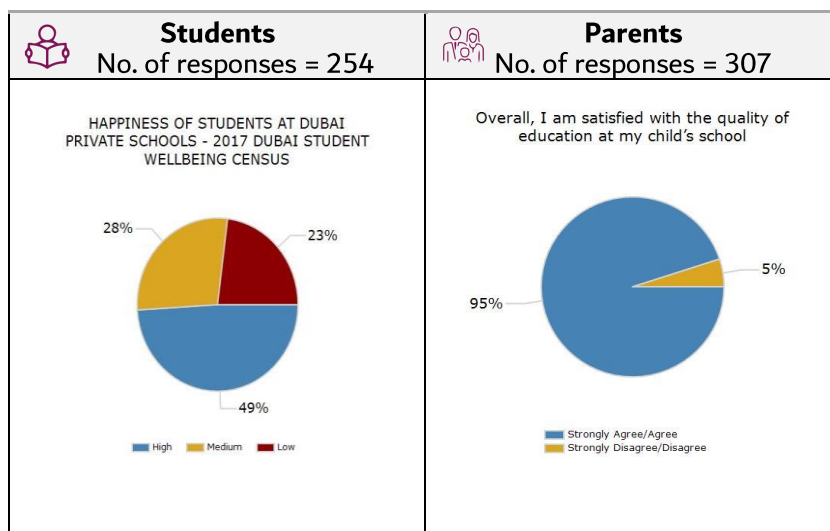
- Changes to leadership roles and new appointments are having a significant and positive effect on the school's overall performance. Most middle leader appointments are internal. They are clear about their roles and responsibilities and developing their leadership skills through training. Relationships are professional and, together, school leaders are having a positive impact on student progress and display the capacity to improve the school even further.
- The school knows itself very well. School self-evaluation is accurately informed by international benchmarked data, and through informal discussions with teachers and parents. Systematic involvement of parents and students, through surveys and meetings, was not possible due to the arrival of the new principal mid-year. Action planning accurately identifies the school's priorities and has a positive impact on school performance, although targets do not make specific reference to student progress.
- There are many opportunities for parents to become involved in school life. The role of the parents' association is widening to influence the direction of the school. Valuable initiatives, such as, the Mother Tongue Language and Parent Volunteer Reading programmes, directly enrich learning. Communication is extremely effective and information to support learning at home is extensive, notably through student reports and parents' regular access to their children's workbooks.
- Governance is well informed through its formal discussions with the Advisory Council and informal meetings with parent and student bodies. Detailed reporting by school leaders on the performance of students enables governance to exercise its joint responsibilities of holding the leaders to account and supporting improvements. It has ensured that the school is fully compliant and addresses the priorities of the UAE.
- The school runs smoothly and is well staffed. Middle leaders do not have sufficient leadership time to develop their departments. The school has excellent facilities and resources and provides an environment for a high level of learning to take place. Additional facilities are added for science and STEM. However, outsourced services are not rigorously monitored to ensure value for money.

For Development:

- Improve the effectiveness of middle leaders through the provision of designated leadership time and high-quality training.

The View of parents and senior students

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



 Students	Almost all students are highly positive about their studies and how they are engaged in their learning. They agree with their parents that the school keeps them safe, and most feel they have healthy lifestyles and a balanced diet. They generally feel supported by adults and have a sense of belonging to the school community.
 Parents	Almost all parents' comments about the quality of education in the school are positive. They value the opportunities given to share their views, and believe teaching is effectively supporting learning. Parents are particularly appreciative of the way the school keeps their children safe and the importance of inclusion in the life of the school. These findings concur with those of the inspection team.

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