



المعرفة Knowledge



STAR INTERNATIONAL SCHOOL (BRANCH)

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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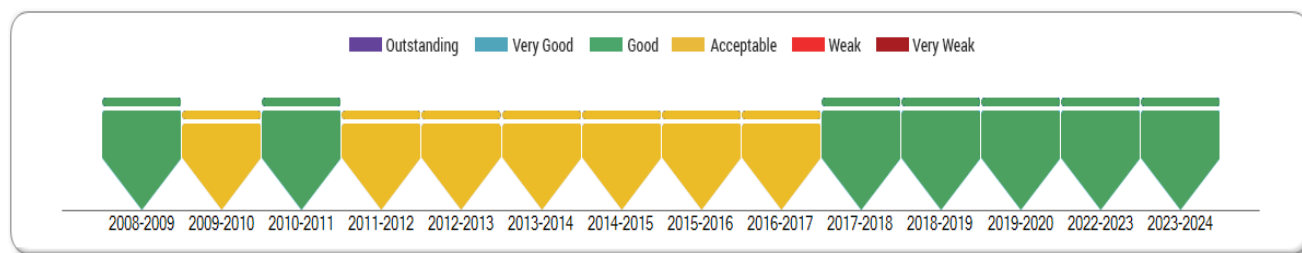
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Mirdif
	 Opening year of school	2008
	 Website	www.starmirdifschool.com/
	 Telephone	97142884644
	 Principal	Neal Joseph Oates
	 Principal - date appointed	9/1/2018
	 Language of instruction	English, Arabic
	 Inspection dates	06 to 10 November 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	3 to 17
	 Grades or year groups	FS1 to Year 12
	 Number of students on roll	1050
	 Number of Emirati students	80
	 Number of students of determination	46
	 Largest nationality group of students	UK
 TEACHERS	 Number of teachers	83
	 Largest nationality group of teachers	British
	 Number of teaching assistants	20
	 Number of guidance counsellors	1
 CURRICULUM	 Curriculum	UK
	 External Curriculum Examinations	IGCSE
	 Accreditation	NA

School Journey for STAR INTERNATIONAL SCHOOL (BRANCH)



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students are making very good progress in English, mathematics and science in Primary, in English and science in the Foundation Stage (FS) and in mathematics in Secondary. Attainment is not high enough in Arabic. Teachers are dealing with several different initiatives to improve learning and teaching. These are adding unnecessary complication to the required direct focus on the improvement of teaching and learning.
- Students' attitudes are positive. They show respect to others. Behaviour is very good. Bullying is rare. Students have a strong appreciation and understanding of Islamic culture and values. They are less knowledgeable about other world cultures. Environmental awareness and recycling are promoted by the student parliament and by school prefects. Students use their talents to invent and design new products.

Provision For learners

- Teachers have strong subject knowledge and understand how students learn. They are skilled in the use of appropriate digital presentation technologies, platforms and resources which support teaching strategies in the classroom. Assessment information is detailed and used to inform teaching. However, across all phases, there are lessons which are not differentiated sufficiently to meet the differing learning needs of students.
- The curriculum is planned and mapped effectively to help to ensure continuity and progression in learning. A range of meaningful cross-curricular links is planned and implemented effectively through enquiry-based projects and lessons. The curriculum offers opportunities for innovation, creativity, social contribution and enterprise. Teachers provide appropriate learning experiences to help students to develop an understanding of UAE culture and society.
- There are effective policies and procedures for keeping young people safe, including a child protection policy and regular staff training. Career guidance for senior students provides effective personal and academic support. Wellbeing is routinely monitored and supported by the strong pastoral team. There is some curriculum adaptation and differentiation in planning and delivery of lessons, to accommodate differing learning needs.

Leadership and management

- Leadership is dedicated to providing high-quality education for all students. Leaders undertake self-evaluation, based on various sources of information, including international assessments. However, self-evaluation does not give an accurate picture of what is good and what needs to improve. The school development plan lacks prioritisation with measurable targets, timescales and named accountable staff. Governance of the school lacks clarity and accountability.

Highlights of the school:

- Very good progress in English and science in FS, in English, mathematics and science in Primary, and in mathematics in Secondary.
- The well-planned curriculum and cross-curricular links.
- Students' well-developed sense of personal responsibility and respect for Islamic values.
- Support for health and safety and emphasis on wellbeing.
- The strong relationships with parents.

Key recommendations:

- Raise attainment so that it is at least good in all phases in all subjects, especially Arabic.
- Improve teaching and the use of assessment data to inform teaching, learning and curriculum adaptation.
- Bring greater coherence to school policies.
- Ensure that all development plans have measurable targets, with appropriate timescales.
- Improve the accuracy of self-evaluation procedures.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Good	Good	Good	Good

06 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	Very good

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- The school exceeded its targets for the Progress in International Reading Literacy Study (PIRLS) 2021, by 68 points, from the average score of 604. Students' attainment in English, mathematics and science sustained a very good judgement in benchmark assessments over two years. Attainment in English and mathematics was slightly better than in science.
- For the Emirati students, progression was very good in science, good in mathematics and acceptable in English.

C. Leadership: International and Emirati Achievement	Very good	
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- The process of monitoring and analysing data from international benchmark assessments is marked by a well-defined and structured approach that involves senior leaders. Leaders work with teachers to identify strengths and gaps in the curriculum. They conduct routine classroom visits to see how teachers are implementing the strategies, based on the findings of data.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Acceptable

- The school has established successful reading programmes that have increased the reading literacy skills of most students. Leaders effectively analyse reading literacy related data. Interventions for students who require support are monitored to ensure that they are improving their reading literacy skills. Age-appropriate books are assigned to each year group. Students are encouraged to borrow books from the school library. Arabic novels are available. Emirati students' reading literacy skills are better in the secondary phase.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that the reading literacy skills of all students improve in all phases.
- Keep the development of reading literacy skills under review.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a good level.

- The principal and a large, dedicated team demonstrate a strong commitment to wellbeing. They have a clear vision, and have produced policies and an action plan. However, the plan lacks clear targets and timescales. The wellbeing programme varies in implementation. The use of a good quality data collection system supports regular, detailed analysis of students' views. Further evidence from other stakeholders is gathered through questionnaires. The school is developing external wellbeing partnerships.
- Students' opinions are recognised as a way of shaping wellbeing provision, alongside stakeholders' views and partnerships. While parents value wellbeing, they feel that their partnerships with the school could be enhanced by improved communication. Induction programmes welcome and support new teachers and help them to settle into their new roles. Teachers speak highly of the care which they receive. Well-planned, targeted interventions consistently enhance students' wellbeing.
- Overall, classroom environments are generally positive and conducive to high-quality learning. The physical layout of the classrooms and available resources support wellbeing. Displays around the school communicate expectations. The school counsellor supports students with individual strategies to develop their wellbeing. The need for increased opportunities for primary students to socialise during lunchtimes has been identified.

For Development:

- Develop a cohesive wellbeing curriculum programme that is applied consistently across all phases..
- Ensure that the wellbeing action plan has clear and measurable targets and identified time frames.

UAE Social Studies and Moral Education

- The school teaches UAE social studies and moral education, based on the moral, social and cultural studies (MSCS) framework, in all grades, in English. From Years 1 to 12. Two lessons of 50 minutes in MSCS are timetabled. In Secondary and Post-16, MSCS lessons are divided between social studies and moral education. The Ministry of Education (MoE) textbook and resources are used in both.
- Teaching and learning materials are often augmented by digital and audio-visual resources. In Primary, students' work is mainly assessed by on-going projects and teachers' judgements. In Secondary and Post-16, students complete three written assessments per year. Results are reported to parents. Most students enjoy MSCS lessons. Many participate in projects which focus on environmental issues.

Arabic in Early Years

- The school deploys one teacher with an FS background to teach Arabic for 45 minutes each week in FS1, and for 90 minutes in FS2. Children learn the alphabet, numbers, fruits and animals. They enjoy a range of classroom activities. Assessment strategies include oral feedback and portfolio assessments to track language development over time. Multimedia resources and the outdoor learning spaces reinforce learning. Games, music and craft are incorporated into lessons. Arabic in FS helps to ensure children's smooth transition to Primary.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Teaching is of a higher quality in Primary, with subject-related activities, including competitions related to the Holy Qur'an and Noble Hadith. As a result, a majority of students in Primary now attain above curriculum expectations. Most students in Secondary attain in line with curriculum expectations.
- Most students memorise assigned holy verses and Noble Hadiths. In Primary, students demonstrate a basic understanding of the teachings of the Prophet (PBUH). In Secondary and Post-16, students discuss modern concepts. A minority struggle to apply Tajweed rules for recitation and rulings for acts of worship.
- Extra-curricular activities, such as the Holy Qur'an Club and Holy Qur'an and Noble Hadith competitions, help to improve attainment in Primary. Students in Secondary and Post-16 have access to the same range of activities, but their attainment has not improved.

For Development:

- Improve students' recitation skills.
- Increase students' understanding of the rulings for acts of worship in Islam.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessment data indicate that students attain above curriculum standards. However, this is not reflected in lesson observations or in students' recent work. A majority of students make better than expected progress against their starting points. Emirati students make expected progress across the school.
- Students' listening skills are well developed. They read with comprehension and can analyse texts independently. Their speaking skills are insecure. They demonstrate a knowledge of grammar rules, but their ability to apply them in writing is not well developed.
- Improvements in teaching strategies and reading activities have improved students' reading skills. Role-play in lessons provides students with more opportunities to practise Arabic. Students have limited opportunities to write. Accuracy and structure in their writing are underdeveloped.

For Development:

- Improve students' speaking and writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessment data show that students attain above curriculum standards. Lesson observations and students' recent work show that most students attain in line with curriculum expectations. Broadening the range of vocabulary used in speaking is helping to improve students' attainment, though their speaking is restricted to familiar situations.
- Students' listening and reading skills are stronger than those for speaking and writing. They read with comprehension and can analyse and interpret texts correctly. They can start a debate using familiar vocabulary. However, their writing skills are not strong enough.
- Improvement in teaching strategies and the extra time given to speaking and reading have strengthened students' speaking and reading skills in Secondary. Students have limited opportunities to write independently.

For Development:

- Enable students to speak in different contexts.
- Provide more opportunities for extended independent writing.

ENGLISH

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

- Students are engaged in their learning and are making progress in all lessons. Positive learning routines are established in a large majority of classes. In FS, children's English language skills enable them to listen attentively, to respond to questions and to communicate with their classmates.
- Students make steady progress in developing their listening, speaking, reading and writing skills as they move through the school. Students in Primary and lower Secondary regularly visit the school library and create reports on their reading experiences.
- Lesson plans now follow a common layout. They contain information which informs teaching strategies and classroom practice. However, in some lessons, the anticipated range of learning activities is not completed within the time available.

For Development:

- Ensure that sufficient time is available at the end of lessons to allow students to reflect on their learning.
- Review the role of the school library as a central reading hub for the whole school.

MATHEMATICS

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

- Internal and external school data indicate that students' achievement is strong in all phases. Achievement in lessons broadly matches this high-level performance, except for FS where high internal assessment is not reflected in classroom work.
- In FS, children complete a range of structured play activities to embed mathematical understanding. In Primary, mathematical language and number operations are well established. Students in the upper Secondary classes develop their mathematical skills as they work collaboratively to solve algebraic and geometric problems.
- The school has focused successfully on improving fluency in mental calculations. The exploration of learning from mathematical investigations in FS and Primary is occasionally restricted. Attainment is sometimes held back by insufficient challenge.

For Development:

- Ensure that appropriate time and opportunity are given for students to discuss and explore their learning from mathematical investigations in FS and Primary.
- Ensure that there is a consistent level of challenge in all lessons.

SCIENCE

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

- At least a majority of students in the primary and secondary phases attain levels that are above curriculum expectations. In these phases, most students' performance in external benchmark assessments is better than expected.
- Children in FS regularly record their predictions and observations. In the other phases, most students can make a relevant hypothesis and use their experimental and research skills successfully when carrying out investigations.
- Most students apply their critical thinking skills effectively to solve scientific problems. They use scientific vocabulary correctly to state their conclusions. Most work well independently and collaboratively to complete tasks. However, their analytical skills are not developed well enough in any phase.

For Development:

- Strengthen students' scientific analytical skills.
- Develop students' scientific knowledge and skills to enable more of them to plan investigations and experiments independently.

LEARNING SKILLS

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

- Students follow the classroom learning routines in a majority of lessons. They are positive in their approach to learning. In Islamic Education and Arabic, most students can clearly describe what they have learned. In science, most students can use scientific terms correctly.
- A majority of students cooperate and work well together in planned activities. In FS, children are capable of learning independently and collaboratively. Independent learning and critical thinking skills are developed well in the upper secondary phase, but less so in other phases.
- In FS, children can make connections to their personal experiences. Students in Islamic Education and in mathematics can relate their learning to everyday examples. Students are confident when they use digital technologies as a research or collaboration tool. They do not always have adequate time for reflection.

For Development:

- Increase opportunities in all subjects for students to develop their critical thinking and independent learning skills.
- Ensure that time is allocated in lessons for students to assess and reflect on their own learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Across all phases, students have positive attitudes and a strong sense of personal responsibility. They understand the need for a safe and healthy lifestyle. Attendance overall is acceptable, but much lower in FS than in the other phases.
- Students are sensitive to others' needs, including those of students of determination. They are keen to help and have positive relationships with one another and with adults. They are self-disciplined and, as a result, bullying is rare.
- Students engage in a wider range of extra-curricular activities. Older students in Secondary take responsibility for their own time management. They act as role models for younger students who are involved in peer-mentoring schemes, or as mentors in FS.

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

- Students in all phases show secure understanding and appreciation of the role of Islamic values in the UAE. They appreciate the peaceful coexistence of people from diverse cultures.
- Students are knowledgeable about, and respectful of, the heritage and culture of the UAE. They involve themselves in cultural activities. They participate in a range of activities such as Holy Qur'an and Noble Hadith competitions. However, they have less knowledge and understanding of other world cultures.
- Students learn about their own and other cultures through the school's new MSCS studies programme. Older students lead assemblies and activities related to key national events.

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

- Students have a range of opportunities to develop their sense of social and environmental responsibility. They take part in projects that help them to understand the value of the environment. The 'Star Champions' introduce students to the importance of supporting school initiatives, for example the outstanding kindness award.
- The school parliament and prefects encourage recycling and environmental awareness. Prefects lead other students to understand world conservation. Students have created new clothing from recycled clothes.
- Innovation is a key feature of the school. Students use their talents to invent and design new products. They are creative in developing projects that deal with world environmental issues. Initiatives for students to be involved in the local community are developing.

For Development:

- Improve attendance, particularly in FS.
- Extend students' knowledge and understanding of other world cultures.

03 TEACHING AND ASSESSMENT

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

- Teachers have strong subject knowledge and skills in teaching. In FS, they demonstrate a secure understanding of how young children learn. They prepare interesting lessons and learning activities. Positive interactions are a feature of all lessons throughout the school.
- Teachers use a common format to plan activity-based lessons. Most teachers use a range of questioning strategies effectively. However, in science, teachers' questioning is not challenging enough, and they do not regularly ask students to justify their answers.
- Teachers are skilled and creative in the use of appropriate digital presentation technologies, platforms and resources. They use them effectively to support a variety of teaching strategies in lessons.

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

- Internal assessment processes are now more coherent and consistent. Leaders carefully analyse students' outcomes against external, national and international benchmarks. They identify gaps in students' knowledge and then seek to introduce interventions to address the gaps.
- Assessment information is detailed and is often used well to inform teaching and to help curriculum planning. Across all phases, the interpretation of assessment information does not always lead to the meeting of students' differing learning needs.
- Teachers' knowledge of their students is secure. However, time for teachers to review students' work is not a regular feature of lessons in any phase. Feedback to students on their work is not detailed or constructive enough to guide them towards future improvement.

For Development:

- Ensure that teachers allow time in lessons to check students' understanding and to consolidate their learning.
- Improve teachers' use of assessment in learning activities that meet the needs of students of all abilities.

04 CURRICULUM

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

- Throughout the school, the curriculum promotes innovation and challenge. In Secondary, the curriculum has been extended to give students a wider range of subject choices. This prepares them well as they progress towards the developing post-16 phase.
- The curriculum is planned effectively to ensure continuity and progression in learning. Reviews of the curriculum are regular and involve all stakeholders. Different initiatives have been added to the curriculum which, at times, creates unnecessary complexity.
- A range of meaningful cross-curricular links help students to develop important key skills, such as research, independent learning and the use of technology. These links assist the transfer of learning between subjects.

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

- Across all phases, the school makes effective curriculum modifications. Programmes are planned to meet the needs of most students, including students of determination and those with gifts and talents. In most cases, learning activities are planned to match their needs, interests and abilities.
- The curriculum provides learning experiences which help students to develop a broad understanding of the culture and society of the UAE. For example, in Islamic Education, students have opportunities to discuss how the moral teachings of the Holy Qur'an can be applied in everyday life.
- The curriculum offers a wide range of experiences to all students relating to business, art, drama and food technology. These studies provide opportunities for innovation, creativity, social contribution and enterprise. They engage most students and enhance their learning.

For Development:

- Ensure that the key focus of the curriculum does not become overlaid with too many initiatives.

05 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

- The school has effective policies and procedures for keeping children and students safe. They include arrangements to protect students from bullying and for keeping them safe when online. Leaders make sure that members of staff, students and parents are aware of them.
- The school provides a very safe, hygienic and secure environment for all. The premises and equipment are very well maintained and are conducive to high-quality learning and teaching. Safe and healthy living are promoted effectively.
- The school has improved evacuation arrangements in the event of a fire to ensure the safety of students. Although school transport arrangements are secure, other vehicles can enter the bus parking zone.

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

- In all phases, most teachers have a good awareness of the needs and abilities of their students. The school's approach to promoting attendance is less successful in FS than it is in the other phases.
- The school's arrangements for managing students' behaviour are effective. The school provides support for most students of determination and for those who are gifted and talented. Some modifications are made to accommodate the range of special needs, but they are not comprehensive.
- The wellbeing and personal development of all students are monitored effectively by the strong pastoral team. Information from this monitoring is used to provide effective personal and academic support and to offer career guidance for senior students.

For Development:

- Prohibit the entry of other vehicles into the bus parking zone.
- Promote attendance more effectively in FS.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
- Governors and senior leaders demonstrate a clear commitment to inclusion. The new inclusion leader and team have a strong background in leadership of special educational needs. Learning support assistants are trained to help students who have high levels of need. - The quality of provision and outcomes for students of determination are regularly discussed by senior leaders and governors. Systems for identifying students of determination are generally appropriate. However, some have not yet been identified and the numbers on the register are low. - Parents report that they are confident about visiting the school and that they are made to feel welcome. They value the opportunity, along with their children, to be actively involved in the compilation of their individual education plans (IEPs). - Curriculum adaptations meet the needs of most groups of learners and support their access to learning. The IEP target-setting process is not sharp enough, in core subjects, to ensure clear progress from individual starting points or to inform teachers' internal assessments. - A large majority of students of determination make better than expected progress in English in Primary and Secondary. Most make better than expected progress in science in Secondary. A large majority do so in mathematics.	
For Development: Improve the IEP target-setting process to include measurable targets.	

06 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	Very good

- Senior leaders, led by the principal, are dedicated to providing the best for their students. They keep abreast of modern research in education to inform their thinking on current educational initiatives and practice. Roles and responsibilities are allocated appropriately. Care is taken to ensure compliance with statutory and regulatory requirements. Leaders have been successful in improving aspects of the school and demonstrate awareness of where further improvements can be made.
- Leaders gather information from a wide range of sources as part of the self-evaluation processes. They include surveys of parents and students. The monitoring and evaluation of teaching places insufficient focus on students' outcomes. A development plan is based on available evidence. Targets on the plan are not specific enough, nor measurable with realistic time frames, nor allocated to a specific staff member. The complexity of school development planning hinders a focus on key priorities.
- Parents are very involved in the life and work of the school. Their views are considered when making decisions. They are kept well informed about their children's attainment and progress. Opportunities are missed to harness the support and enthusiasm of a proportion of parents, due to the lack of a well-considered approach. The school has useful links with the local and wider community. Links with the global community are less extensive.
- School governance is divided between the core board, the extended board and the advisory board. Members of these boards bring a wide range of expertise and knowledge, and this helps them in their review of the school's performance. Stakeholders, apart from students, are represented on at least one of the boards. There is insufficient clarity regarding the terms of reference and membership of each of the boards, and a lack of clear protocols to facilitate closer working.
- Teachers are all qualified and benefit from staff training, aligned with the school's priorities. Members of staff are deployed effectively. The premises have very good facilities and an environment that is conducive to high-quality teaching and learning. The school is very well resourced for 21st century learning. Resources are used well to support and enhance students' learning experiences. The school has a very high teacher turnover, which is disruptive to provision.

For Development:

- Ensure that self-evaluation provides an accurate picture of the school's strengths and areas for improvement.
- Ensure that school improvement plans have measurable targets with realistic time frames, and that they are linked to named, accountable staff.
- Review the membership and terms of reference of each governing board.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae