

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

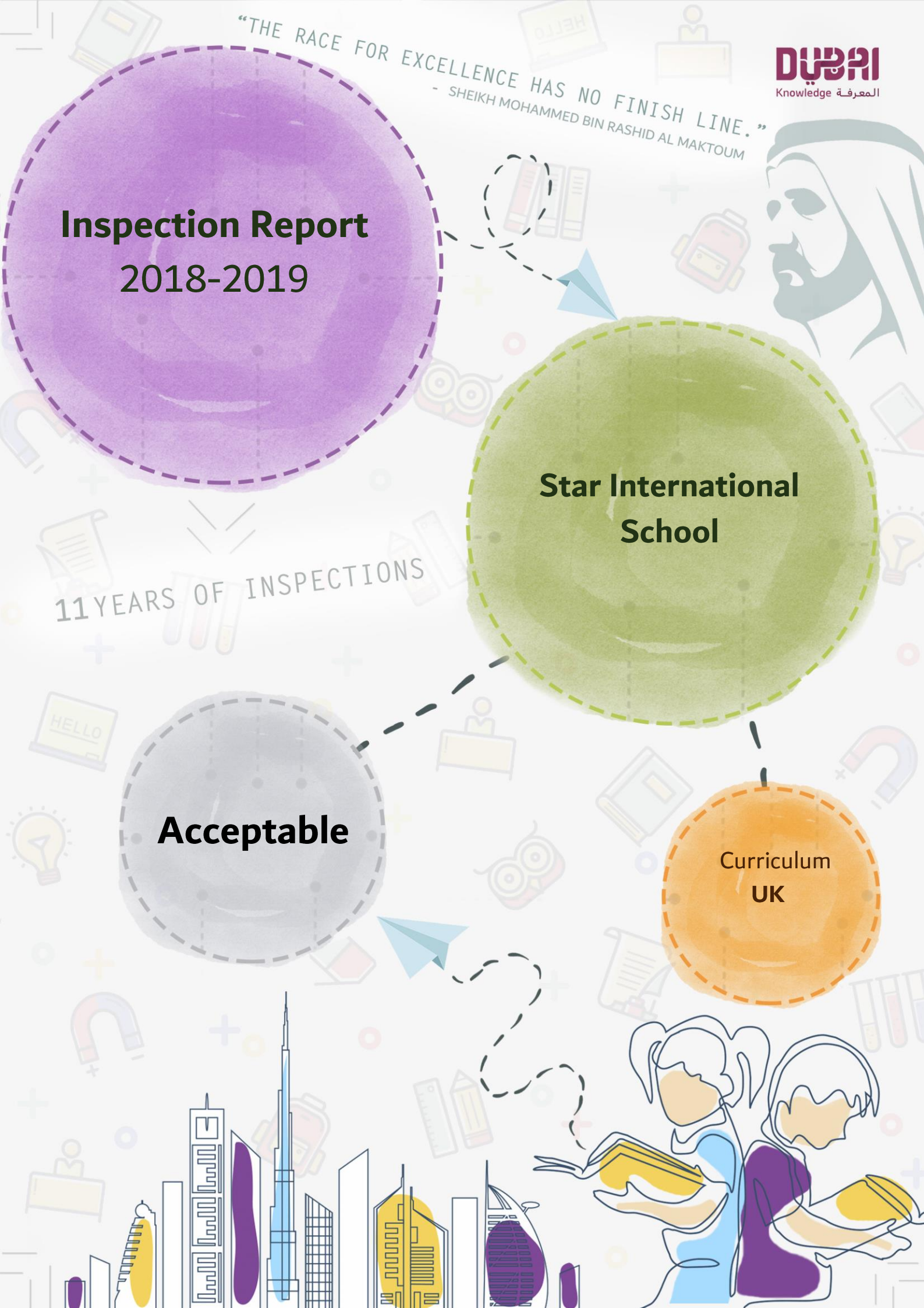
Inspection Report 2018-2019

**Star International
School**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



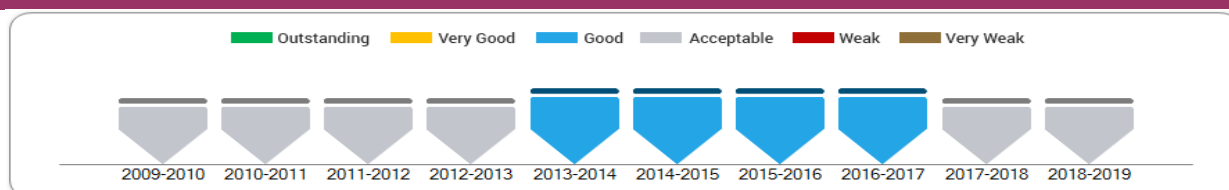
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School Information

General Information	Location	Al Twar
	Opening year of School	2005
	Website	www.starintlschoolaltwar.com
	Telephone	+971 4 263 8999
	Principal	Durriya Goriawala
	Principal - Date appointed	3 July 2007
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys and girls
	Age range	3-16
	Grades or year groups	FS1-Year 11
	Number of students on roll	564
	Number of Emirati students	83
	Number of students of determination	26
	Largest nationality group of students	Arab
Teachers	Number of teachers	56
	Largest nationality group of teachers	British
	Number of teaching assistants	19
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	11
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL
	Accreditation	BSO
	National Agenda Benchmark Tests	GL, CAT4

School Journey for Star International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The attainment and progress of children in the Foundation Stage (FS) are good in all areas. Students' attainment in the primary and secondary phases is acceptable in Arabic and Islamic education; in the other subjects, their attainment is varied. Students in these phases make good progress in English and mathematics. Progress in the other subject areas is varied, but predominantly acceptable. Learning skills are stronger in the FS than in the other phases.
- Students exhibit high standards of behaviour and have positive and responsible attitudes toward their learning. They have secure understanding of how Islamic values influence UAE society and have good knowledge of the Emirati culture. They participate in a range of projects that benefit the school and the community and have clear understanding of their responsibilities as members of these. Students participate in a range of school and community projects.

Provision for learners

- Teaching and the assessment of learning are good in the FS; they have improved in the secondary phase and are now good. In the primary phase, teaching is acceptable because there is inconsistency in the quality of teachers' questioning and in the use of assessment data to set tasks that challenge students of varying abilities.
- The English National Curriculum is firmly embedded in most curricular plans. The curriculum in the FS is particularly effective in connecting children's learning and making experiences meaningful. Increased opportunities for improving literacy have been very successful in developing fluency and reading across the curriculum. Adaptation of the curriculum to meet the needs of gifted and talented students is inconsistent.
- Effective policies and procedures ensure that students are kept safe. Students are consistently well supervised around the school and on school transport. Systems for the management of behaviour and the promotion of attendance and punctuality are successful across all phases. The school has implemented a number of appropriate interventions that are starting to have positive effects upon the progress of students of determination.

Leadership and management

- Leaders are making significant progress in addressing the national priorities. Systems for holding leaders to account for students' outcomes are underdeveloped. Information gathered by the school is not consistently analysed against the expectations of the UAE School Inspection Framework. Parents are fully engaged as partners in their children's learning. The governing board has wider representation and is in the process of ensuring that senior leaders are held to account. Effective procedures ensure the efficient day-to-day management of the school.

What the School does Best:

- Students make good progress from their starting points in developing their speaking and literacy skills in English.
- Students' attitudes towards each other, their teachers and their learning are very positive.
- Children in the FS make good progress in all learning areas, as a result of consistently good quality teaching and assessment practices.

Key Recommendations:

- Governors should establish rigorous systems to ensure that leaders at all levels are systematically held to account for the outcomes of all groups of students.
- Governors and school leaders should improve their knowledge of the school's strengths and weaknesses by applying the guidance and criteria in the *UAE School Inspection Framework* consistently to all of the school's compiled data and evidence.
- School leaders should work with teachers to raise students' achievement, particularly in Islamic education, Arabic, and science in the primary phase by improving the quality of teaching, particularly teachers' use of assessment information to set tasks that challenge students of varying abilities.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 English	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good	Good	Acceptable
	Progress	Good	Good	Good ↑
 Science	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Acceptable	Acceptable

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Good↑
Assessment	Good	Acceptable	Good↑

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good	Good	Good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
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 targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- International assessment data shows improvement in all of students' overall scores in TIMSS in 2015. The school exceeded its targets for mathematics and science in Grade 4 with progress being greatest in science. The school did not have students eligible for the PISA international assessments in 2012 and 2015. The school's average score in the PIRLS international assessment in 2011 was 477, and this rose to 555 in 2016. Comparing National Agenda Parameter outcomes against CAT4 measured potential shows that most students attain in excess of what is expected in English, mathematics and science.

Impact of Leadership

is approaching expectations

- The school leaders are committed to the vision and goals of the National Agenda. The schools' action plan identifies the steps needed for the school to reach its targets. The curriculum has been aligned with the requirements of the TIMSS, PISA and GL tests. Assessment information is not consistently used to influence teaching.

Impact of Learning

is approaching expectations

- Students' problem-solving skills are not consistently promoted within all subjects. The school does not provide sufficient opportunities for students to develop their critical thinking and creative skills. Learning technologies are used as integral parts of learning activities, and students use them to engage in some basic independent enquiry and research activities.

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

For Development:

- Ensure that teachers consistently use assessment information to influence teaching strategies effectively.
- Provide opportunities for students in all phases to develop their problem-solving, critical thinking and creative skills in all subjects.

Reading Across the Curriculum

- The school is implementing many effective practices, including targeted interventions, that are having positive effects upon students' reading skills. Reading skills in Arabic are improving at a slower rate than in other subjects.
- In the primary and secondary phases, students develop reading fluency and comprehension that enable them to access subjects across the curriculum, undertake research and retrieve information competently.
- The library programme is effective in developing confident and fluent readers. Students read a wide range of fiction for pleasure. More could be done to encourage students to read non-fiction texts and to read in Arabic.
- The school's commitment to reading across the curriculum is evident in the progress students make in reading increasingly-challenging texts as they move up through the years.

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

For Development:

- Develop the library's provision to promote reading skills in Arabic and the reading of non-fiction in English.

UAE Social Studies

- The school has planned, but not consistently implemented, adaptations to the UAE social studies curriculum. While learning technologies are available, limited time is given to their use.
- Most learners show an understanding of the concepts being taught. Opportunities for extended and meaningful student discussions are limited.
- In lessons and their recent work, most students attain levels that are in line with the curriculum standards, and a few attain above them.
- In lessons and in their recent work, most students make the expected progress in relation to their individual starting points and the curriculum standards.

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

Innovation

- Children in FS are demonstrating their creativity and their ability to work independently through problem-solving lessons. The effects of similar lessons are not yet as evident in the other phases.
- Students enjoy participating in school and community initiated social responsibility projects. They are encouraged to participate in innovation activities in the after-school clubs. Secondary students develop their own ideas and carry out projects using the technology provided by the school.
- Teachers promote students' critical thinking within the specially timetabled problem-solving lessons and within student-led activities, sometimes using information technology such as Edmodo.
- The curriculum is modified to include extension activities in which students generate ideas and investigations for their peers.
- Leaders have yet to develop a strategy that articulates what the school wants to achieve with regard to innovation, particularly which initiatives best develop students' skills of creativity and entrepreneurship.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students across the year groups demonstrate knowledge and understanding that are in line with the expected curriculum standards. Students of Islamic education in Arabic show more progress in applying their knowledge and understanding to the real world than students of Islamic education in English.
- Students' knowledge and understanding of Fiqh and Seerah are stronger than their ability to recite the Holy Qur'an and Hadeeth. Students in the secondary years make better progress in Holy Qur'an recitation and Hadeeth than those in the primary years make.
- As a result of the extra sessions the school has organized, students are making better progress in the memorisation and recitation of the Holy Qur'an. However, this progress is still inconsistent across the year groups.

For Development:

- Improve students' communication skills by using classical Arabic during lessons.
- Embed the Holy Qur'an and Hadeeth in all areas of the curriculum.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- There have been some improvements since the last inspection, particularly in students' writing and reading skills. The range of learning tasks have become more interesting and engaging. However, the effects have not been consistent enough to improve the overall attainment. Year 2 students gain confidence in speaking and explaining Arabic stories from their textbooks.
- Secondary students are less skilful than expected in speaking Arabic, and most revert to the use of colloquial language. They lack confidence when using standard Arabic during extended debates because of the lack of opportunities for them to engage in such activities.
- The reading and writing programme is developing students' language skills gradually across the phases. The quality and quantity of students' writing are improving over time. This is most evident when students' learning is related to real life.

For Development:

- Plan more frequent opportunities for students to practise their oral skills using standard Arabic for age-appropriate and meaningful topics.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Primary students make better progress than those in the secondary phase make. This is due to the higher number of planned language development opportunities in Primary, where students often engage in purposeful, short conversations in familiar contexts.
- The overall quality of students' writing skills has improved marginally in the secondary phase because of the quality of activities and teachers' feedback. The development of speaking skills is slower. Students lack the confidence to engage in planned, meaningful conversions.
- Programmes to develop reading and writing are in place. Writing activities and guided reading are developing students' language skills steadily in Primary, but this development is not evident in Secondary.

For Development:

- Plan and implement lessons in the secondary phase that promote students' conversational and writing skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- A majority of students make better than expected progress in all phases and attain above the age-related curriculum expectations. Whilst their progress is good in the secondary phase, their attainment has fluctuated over time due to the varied class sizes.
- In FS, children develop listening and speaking skills rapidly and build strong foundations in early literacy. Students in the primary phase develop fluent writing styles and express their ideas clearly. In the secondary phase, a minority of students are not confident in expressing their views and giving presentations.
- The focus on improving the reading skills of all students has been successful in developing fluency and comprehension. In the secondary phase, the strong focus on understanding language structures and literary devices is improving students' skills in analysing literary texts.

For Development:

- Increase the rate of students' progress by setting higher expectations of what the more able students can achieve in lessons.
- Improve students' reading comprehension skills in the secondary phase.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Acceptable
Progress	Good	Good	Good ↑

- Children develop sound, age-appropriate mathematical knowledge, understanding and skills in the FS. In the secondary years, attainment is adversely affected by a high turnover of students.
- Children in the FS engage successfully in play-related mathematical activities. In the primary phase, students can handle written number computations but are less secure in mental mathematics. In the secondary phase, students understand data representation and probability but are less secure in algebra.
- The school is making a considerable effort to raise secondary students' attainment and has added an extra Year 9 class and specialised problem-solving lessons to the timetable. These initiatives are helping students to make better progress and to become more confident and competent in the subject.

For Development:

- Provide more opportunities for primary students to develop their critical thinking and problem-solving skills as integral parts of learning mathematics.
- Ensure that students make more consistent use of learning technologies to support and extend their work.

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Acceptable	Good
Progress	Good	Acceptable	Good

- Children's skill of observation and their knowledge of living things develop rapidly in the FS. Students' progress slows in the primary phase, as the degree to which they are challenged in lessons varies. Their progress accelerates in the secondary phase.
- Most children in the FS know the properties of a range of different materials. In the secondary phase, students secure and extend their knowledge and understanding of physical processes, life processes and chemical properties. Using the scientific method is a strong feature of students' learning in all three phases.
- Students use the science laboratory to undertake practical activities from the higher primary years onward. While students' investigative skills are promoted in both the primary and secondary phases, their critical thinking skills are not being developed consistently.

For Development:

- Raise students' attainment in the primary phase by providing them with more demanding activities which accelerate their acquisition of knowledge and understanding of scientific concepts.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Acceptable

- Students in all phases have positive attitudes toward learning and can work productively with their teachers' supervision individually, in pairs and in groups. The consistent focus on learning technologies in the FS is yet to be extended throughout the school.
- The extent to which students in the primary and secondary phases carry out independent research by using different sources varies. These students get insufficient opportunities in lessons to work independently or to manage their own learning.
- The school is implementing initiatives to improve students' learning skills, such as guided reading, problem-solving and mental mathematics. These initiatives are starting to have positive effects. However, some teachers, particularly in the primary phase, do not integrate them consistently into their classroom practice.

For Development:

- Provide primary and secondary students with structured opportunities to develop their independent learning skills, including the ability to manage their own learning and use learning technologies.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students exhibit very good behaviour during lessons and around the school. They have very positive and responsible attitudes toward their learning and school life.
- Students' support for each other is consistently evident throughout the school, particularly through initiatives such as 'Frentors' in the primary phase. Relationships are mutually respectful and empathetic.
- The adoption of healthy lifestyles has had significant, positive effects on students in all phases. Students make healthy choices in what they eat and understand how to remain safe.

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

- Students have secure understanding of how Islamic values influence the society in the UAE. They show their respect towards these values and recognise their importance in creating peaceful and productive lives for the citizens and residents of the UAE.
- Students across the school have good knowledge of Emirati culture. They are able to talk confidently about traditions in the UAE and the projects that are being initiated to preserve the environment, such as the sustainable village and the renewable energy project.
- Students are well aware of the differences between cultures and see the school as a small multicultural community. They feel proud of their own cultures and take leading roles in school celebrations, such as the UAE National Day, International Day and Flag Day.

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

- Students participate in a range of projects that benefit the school and the community, such as contributing to charities and looking after the elderly. They have clear understanding of their responsibilities as members of the school community and enjoy having leadership roles.
- During lessons and in all areas of the school, students display caring and respectful attitudes towards their peers and teachers. They take pleasure in participating in events and projects inside and outside the school.
- Students participate in a range of school and community environmental projects. They develop secure environmental awareness and participate in extra-curricular activities and some community projects to preserve nature.

For Development:

- Provide more opportunities for FS children and primary students to actively participate in school events and celebrations.
- Provide more opportunities for students to initiate and participate in environmental projects inside and outside the school.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Good ↑

- Across all phases in the school, teachers provide interesting learning environments. In the FS, in most primary lessons and in the secondary phase, teachers' interactions and dialogue with students ensure that they are engaged learners.
- There is inconsistency in the quality of teachers' questioning, especially in the primary phase. In most lessons, questioning is used well to test students' prior learning and promote their thinking. In a minority of lessons, teachers' questions are not matched to students' different abilities and, thus, do not promote learning.
- The school has embraced a teaching initiative to improve the quality of task differentiation. This is beginning to have a positive impact, especially where teachers have a clear understanding of what they want their students to achieve in each lesson.

	Foundation Stage	Primary	Secondary
Assessment	Good	Acceptable	Good ↑

- The school conducts regular internal assessments of students' attainment in all subjects. Its processes are linked directly to the school's curriculum. They provide valid and clear measures of students' progress and personal development in all phases.
- External assessment data for each subject is analysed to identify the strengths and weaknesses of different groups of students. It is not interpreted accurately enough to provide an effective benchmark for the school's own assessments in the primary phase.
- Assessment information is used to modify the curriculum and to plan lessons in most subjects. The use of well-targeted interventions in English is improving student outcomes. A few teachers adapt their teaching approaches to ensure that students sustain their progress in learning.

For Development:

- Develop primary teachers' understanding and use of assessment data to ensure that lesson planning is based securely on the learning needs of all groups of students.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good

- In the primary and secondary phases, the English National Curriculum is firmly embedded in most curricular plans. The curriculum in the FS is particularly effective in connecting children's learning and making their experiences meaningful.
- The curriculum ensures progression and a smooth transition from the primary phase to the secondary phase. It is successful in the lower primary years in building on the strong foundations of learning established in English and mathematics. Cross curricular links and opportunities for making links to real life are not explicitly planned to facilitate students' transfer of learning across subjects.
- Curriculum review has led to modifications that have had positive effects upon students' learning, such as in mental calculations and scientific enquiry. Increased opportunities for improving literacy have been very successful in developing fluency in reading across the curriculum. The range of options for students in the secondary phase has increased.
- Moral Education is taught by integration with other subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Good	Good

- Successful modifications reduce barriers to learning for students of determination and help ensure that students learning English as an additional language are well supported. Adaptation of the curriculum to meet the needs of gifted and talented students is inconsistent.
- Students engage in opportunities that promote creativity and enterprise, both inside and outside the school. The school provides opportunities for students to participate in a range of extra-curricular activities and to engage in community projects.
- Students benefit from opportunities to develop a broad understanding of the UAE's culture and traditions. The moral education programme promotes students' knowledge and understanding of the UAE's culture and the values that underpin its society.
- In the FS, Arabic is taught in for 90 minutes each week.

For Development:

- Ensure that all curriculum plans provide:
 - suitable challenges that ensure progress and the development of learning skills
 - purposeful opportunities for cross-curricular learning
 - opportunities for making links to the real world.

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

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

- The effective policies and procedures, including those for child protection and cyber safety, help ensure that students are kept safe. Teachers, parents and students are well aware of the basic procedures that are set out in the various policies.
- Students are well supervised around the school and on school transport to ensure their safety. The premises, equipment and resources are all maintained to high levels. The school meets legal and regulatory requirements, including those relating to emergency evacuation drills.
- Healthy lifestyle choices are promoted in all phases. Medical record keeping is secure, and appropriate measures are taken to provide reasonable protection from the sun, including shading, headgear and ready access to fresh drinking water.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Good	Good

- Courteous, nurturing relationships in the FS and positive, respectful relationships in the primary and secondary phases characterise the school's supportive environment. Systems for the management of behaviour and the promotion of attendance and punctuality are successful across the three phases.
- Effective support is provided in English, Arabic and mathematics by the English speaking or Arabic speaking specialist teachers within the inclusion department. The identification and support of students of determination is comprehensive. Support for students who are gifted or talented continues to develop.
- The school counsellor provides social and emotional support for students. Secondary students' interests determine their curricular options, which range across the arts, sciences, business, design and the humanities. The school has started to help students explore programmes of study and links with local universities.

For Development:

- Review procedures for the supervision of students dropped off and picked up by private vehicles to ensure that they are safe.
- Ensure that gifted and talented students are challenged and motivated to achieve their potential by focusing on their strengths and interests.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The appointment of a member from the senior leadership team as an inclusion champion, the presence of an inclusion governor and the development of an inclusive education plan demonstrates the school's positive commitment to students of determination and its capacity to improve.
- The school has implemented relevant and specific teaching approaches and interventions that are starting to have positive effects upon the progress of students of determination. Class and subject teachers are not sufficiently aware of autism-specific teaching approaches to enable further progress by these students.
- Communication between home and school is effective across all three phases. Most parents appreciate the sincere and strong efforts made by the inclusion department to ensure that their children make progress.
- The majority of teachers take the individual education plans for students of determination into consideration when planning lessons. In the better lessons, teachers set high but realistic expectations and question students effectively to ensure they make good progress.
- The tracking of progress made by students of determination is carried out comprehensively across all three phases.

For Development:

- Review the processes for monitoring the work of learning support assistants.
- Ensure that the school communicates with parents on the extent of the support provided to their children.

6. Leadership and management

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

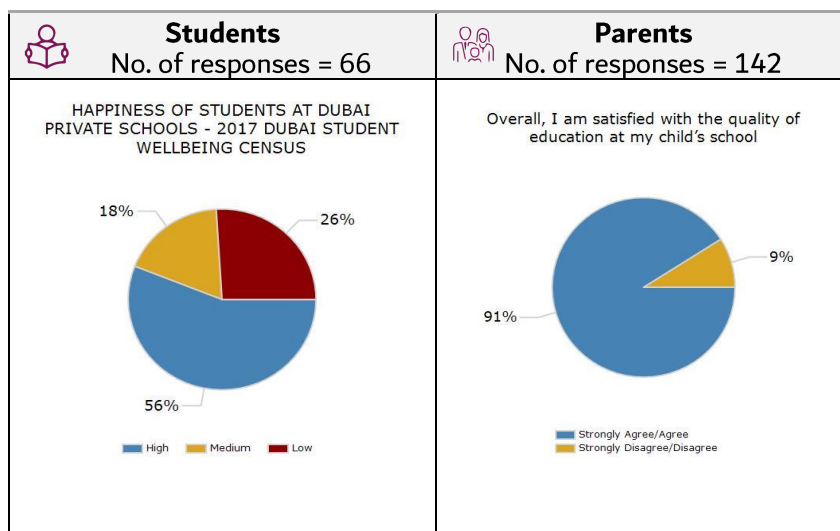
- Senior leaders are reviewing the school's developmental goals and articulating a direction to improve students' outcomes, following an appropriate self-evaluation process. Leaders are committed to addressing the national priorities and are making significant progress in this regard. The majority of leaders have strong knowledge of how students learn best. Leadership is distributed well; however, the systems to hold leaders to account for students' outcomes are underdeveloped.
- Information gathered by the school is not consistently analysed against the expectations of the *UAE School Inspection Framework*. As a result, many of the school's self-evaluation judgements are inaccurate. Senior and middle leaders systematically monitor and evaluate the quality of teaching; however, the procedures used do not always result in accurate evaluations. Targets in the school's improvement plan are not consistently based on accurate self-evaluation findings.
- The school successfully engages parents as partners in their children's learning and in school life. Parents are proud of the school and acknowledge that it has made significant improvements over time. Effective communication strategies ensure that parents are well informed about school activities. The school regularly reports on key aspects of students' achievements, their next steps in learning and their personal and social development.
- The governing board's representation now includes the owners, parents and staff. Most governors have taken on specific roles, such as the oversight of health and safety and the provision for students of determination. Governors make well-informed resourcing decisions to support the needs of most groups of students. The board is in the early stages of developing processes to ensure that senior leaders, including the principal, are held to account more systematically, especially for the school's self-evaluation and improvement planning.
- Procedures and routines for the day-to-day management of the school are effective in supporting both students and staff. The school deploys teachers well to make the best use of their strengths in promoting and supporting learning. There is regular professional training that is matched to the staff's needs and the school's priorities. Since the last inspection, work load issues have been addressed. The increase in the use of learning technologies is starting to have positive effects upon learning, but these are not consistent across the school.

For Development:

- Establish systems to ensure that leaders, at all levels, are held to account for the improvement of student outcomes.
- Improve self-evaluation by applying the guidance and criteria in the *UAE School Inspection Framework* consistently to all of the compiled data and evidence.
- Ensure that there is more consistent use of learning technologies across all subjects and phases.
- Ensure physical access to all areas of the school by students with mobility issues.

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	Students' responses to the well-being survey are generally positive. They indicate that social and emotional well-being are strong. Most students feel happy. They have a strong sense of school belonging and feel safe. However, a minority of students worry about school, and a few indicate that they are aware of a few incidents of verbal victimisation at school.
 Parents	Most parents are highly satisfied with the quality of education provided by the school. They believe that their children are safe at school. They are satisfied that the school is responsive to their views and that they have easy access to information to help their children at home. A minority indicate that there are incidents of bullying at school.

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