

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

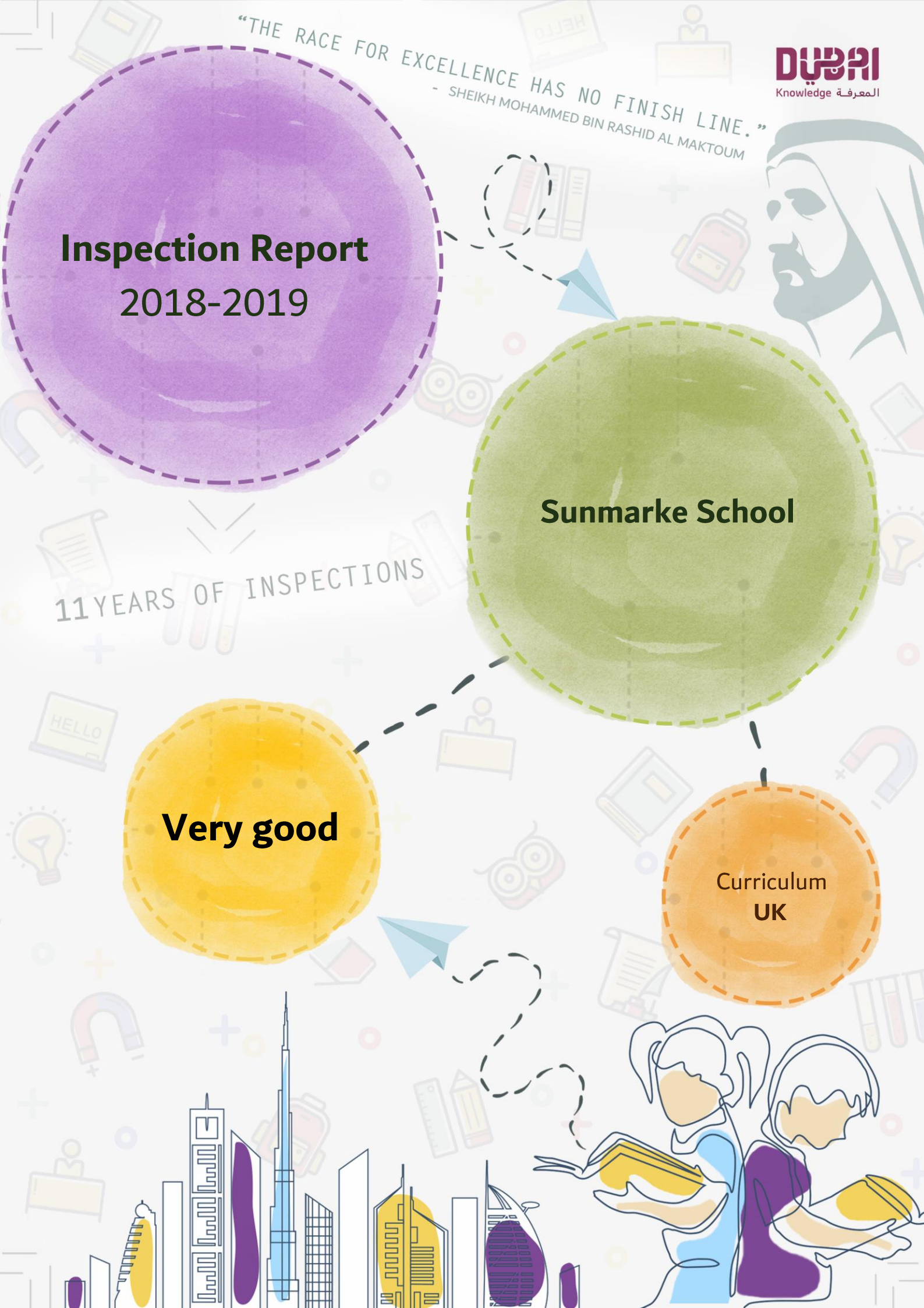
Inspection Report 2018-2019

Sunmarke School

11 YEARS OF INSPECTIONS

Very good

Curriculum
UK



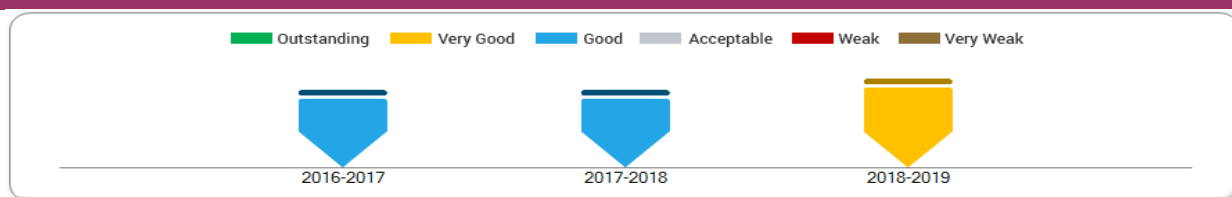
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School Information

General Information	 Location	Jumeirah Village Triangle
	 Opening year of School	2016
	 Website	www.sunmarkedubai.com
	 Telephone	04 4238900
	 Principal	Keith Miller
	 Principal - Date appointed	9/1/2016
	 Language of Instruction	English
	 Inspection Dates:	11 to 13 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	1301
	 Number of Emirati students	8
	 Number of students of determination	63
	 Largest nationality group of students	British
Teachers	 Number of teachers	124
	 Largest nationality group of teachers	British
	 Number of teaching assistants	16
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	2
	 Teacher turnover	15%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GCSE, IGCSE, BTEC, A Level, Asdan
	 Accreditation	BSO
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for Sunmarke School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Improvements in students' achievements are evident across all core subject areas, especially in science. Progress rates are impressive in English, mathematics and science. Aspects of weakness remain in attainment in Arabic, both as first language and as an additional language. Students' learning skills are now very strong across the school, and excellent in Foundation Stage (FS).
- Students' personal development and innovation skills have significantly improved. Their commendable sense of personal and social responsibility, and their extremely positive attitudes to work, are evident throughout all age ranges and across all curriculum areas. Innovation skills, creativity and entrepreneurship are excellent in FS and the primary phase. Students' understanding of Islamic values and their awareness of Emirati and world cultures remains very good.

Provision for learners

- Teaching and assessment practices have improved to a very high level. Teachers effectively facilitate students' learning through imaginative use of resources, stimulating classroom environments and the motivating use of digital technology. Since the previous inspection, there are more comprehensive processes for assessment in all phases, ensuring that students meet their targets or that appropriate interventions are planned.
- The curriculum in FS and the primary phase is excellent, providing motivating child-centred, thematic and project-based approaches to learning. A very broad range of curricular and extra-curricular activities that nurture students' talents and interests continues to be expanded. An increasing range of academic and vocational pathways is offered, ensuring successful progression to opportunities in further and higher education.
- Health and safety arrangements and safeguarding have improved to an excellent standard. Arrangements to ensure security are exceptionally effective. Children and students enjoy a nurturing environment where their physical and emotional needs are very well met. Positive education and restorative justice provide students with the inspiration to achieve their full potential, and to flourish within this safe, well-managed school community.

Leadership and management

- Most elements of leadership have improved since the previous inspection. Excellent partnerships have been developed with parents, who feel very involved in their children's learning and enjoy the influence which they have on school policy and strategy. Strong motivated leaders inspire students, staff and parents. Governance systems and structures are more effective and transparent.

What the School does Best:

- The inspirational leadership of the principal, and the positive role models that leaders provide for students, staff and parents
- Very strong learning skills across the school, especially in FS
- Students' commendable sense of personal and social responsibility and their extremely positive attitudes to their work
- The outstanding attention to ensuring students' health and safety, within a warm, nurturing and friendly environment
- An innovative project-based curriculum in the lower school, comprising elements of enquiry, creativity, critical thinking and enterprise

Key Recommendations:

- Ensure continued investment in, and effective deployment of, human and physical resources, particularly to improve the provision for Islamic Education and Arabic.
- Ensure that the best teaching practice that exists within the school is effectively shared to promote consistently high standards of students' learning outcomes, particularly in those areas where students have yet to fulfil their potential.

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding↑	Outstanding↑	Very good	Very good
Curriculum adaptation	Outstanding↑	Very good	Very good	Very 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	Outstanding↑	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	Good↑
Management, staffing, facilities and resources	Very 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 (N.A.P.), 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 N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

meets expectations

- As it had been newly founded, the school was not engaged in previous international benchmark assessments. The school has shown significant improvement in General Learning (GL) scores between 2017 and 2018 in most year groups in English, mathematics and science, with one or two exceptions in secondary English and science. Analysis of students' cognitive ability assessments (CAT4) in 2018, and the outcomes of GL tests in English, mathematics and science all show positive results, leading to very good judgements of students' progress.

Impact of Leadership

is above expectations

- Senior, middle and curriculum leaders have a well-developed and detailed action plan for the National Agenda. This focuses on increasing cognition, illustrated by CAT4 and GL gap analysis. It is reflected in well-developed strategies for improving learning and empowering students through rigorous assessment, which form the basis for interventions.

Impact of Learning

is above expectations

- Critical thinking and open-ended enquiry are strengths in all phases. Problem-solving is embedded in mathematics. Students are required to read, discuss, analyse information and communicate their findings during almost all English lessons. Investigation is integrated in FS, frequent in the secondary and post-16 phases, and particularly well implemented in the primary phase, especially in science.

Overall, the schools progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Ensure that the enhancement of key skills necessary for improvement in scores is reflected in all summative assessments in preparation for the next round of international benchmark tests.
- Leaders at all levels should ensure that on-going professional development enables teachers to apply assessment data to meet the needs of individuals and groups.
- Ensure that the best practice of integrating learning skills leads to stronger cross-curricular development in all phases and subjects.

Reading Across the Curriculum

- Information on reading from international and internal assessments is regularly analysed, compared and used effectively to inform teaching and curriculum modifications. As a result of the initiatives introduced by the school, students' attainment levels in reading are improving.
- Most students learn and apply a range of strategies to read unfamiliar words and text.
- The school's librarian is qualified, and is aware of the school's literacy and reading policy, which is well supported through the implementation of the accelerated reading programme.
- School leaders are committed to developing students' reading and literacy. However, the whole school reading policy is not complemented by a whole school implementation action plan.

The school's approach to reading across the curriculum is developing.

For development:

- Develop a whole school plan for the implementation of reading across the curriculum, and monitor its impact.

UAE Social Studies

- The UAE social studies curriculum is planned and adapted with links across the curriculum, especially to Islamic Education and Arabic. Emirati students are given the opportunity to be leaders of learning. Other long-term UAE residents contribute their personal understanding of aspects of social studies.
- Students enjoy learning this subject and they interact, collaborate and willingly contribute in lessons. They carry out research using their own electronic devices.
- Students' work indicates that most are achieving levels of learning in line with curriculum expectations.
- Progress in this subject is only measured in the upper years, where the majority of students show better than expected progress from starting points.

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

Innovation

- Students choose differentiated tasks and use online programs, demonstrating very strong problem-solving skills, particularly in the secondary and post-16 phases.
- Students effectively develop their creativity, innovation and entrepreneurial skills, which are applied in a wide range of opportunities and activities, especially in the lower school.
- Teaching strategies are built around the principle of offering students choices for the completion of differentiated activities, using digital technology.
- The school's sports heroes academy is highly successful. Each week sixty-five trained student volunteers support forty students of determination, developing their physical, communication, and social skills through sport.
- Leaders demonstrate a culture of continuous improvement in sustaining high performance by newly appointed teachers, using thorough induction processes and skilful coaching for enhancement of teaching.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students across all phases make appropriate progress in most areas of Islamic Education. Their attainment remains adequate. In the post-16 phase, as a result of students' more consistent progress in lessons, attainment has improved. Attainment of Arab students in the primary phase is less secure.
- Students across the school make better progress in Islamic ethics and morals and understanding of the Holy Qur'an and Hadeeth. Their memorisation of the Holy Qur'an has improved. However, their knowledge and application of rules of Tajweed and Aqeedah are not adequate.
- Students' general Islamic knowledge and their Holy Qur'an recitation is slowly improving as a result of the school's support programme. The Holy Qur'an recitation skills among non-Arab students are still underdeveloped.

For development:

- Improve students' recitation skills, in particular for non-Arab students.
- Raise students' expectations by ensuring that they are consistently challenged in lessons and in written tasks.

Arabic as a First Language

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

- In the secondary phase, most students demonstrate levels of attainment and progress that are in line with UAE Ministry of Education (MoE) curriculum standards. In the primary and post-16 phases, students' rates of progress are appropriate, but attainment remains below required standards.
- In the secondary phase, most students can read from a variety of texts and speak confidently, using a range of appropriate vocabulary. In the primary and post-16 phases, the development of speaking reading, and writing skills is inconsistent.
- The use of learning technologies in class enables students to develop their ideas and research skills independently.

For development:

- Provide students with sufficient time to engage in meaningful group discussions and reflection by posing open-ended and challenging questions.

Arabic as an Additional Language

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

- In the primary phase, students attain levels in all language skills that are in line with curriculum expectations. In the secondary phase, their attainment is still below required standards. They make noticeable progress in learning when taking their starting points into account.
- In both phases, students demonstrate strong listening skills. Their ability to respond orally is not yet strong. Students write variable lengths of text, with inconsistent use of punctuation and grammar.
- Students sometimes make connections between what they learn and their daily life. Limited use of learning technologies restricts the development of language skills.

For development:

- Provide students with opportunities to use Arabic in a wider range of contexts.
- Track students' progress in each of the four language skills accurately and regularly in order to develop lesson planning.

English

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

- Most students in all phases make rapid progress in the development of their knowledge, and their listening, speaking, reading and writing skills. Improving attainment levels are strongest in the primary phase and for Year 10 students doing GCSE, where attainment levels are consistently very high.
- Daily phonics, and the accelerated reading and literacy ladder programmes in FS and the primary phase, have a positive impact on the development of students' reading, their vocabulary, confidence in speaking, and the quality of their writing. Students respond well to teachers' feedback to improve their work.
- In primary, secondary and post-16 phases, the sustained development of students' critical analysis of a range of texts from different literary styles supports the development of their comprehension and inference skills. Older students can critically evaluate and improve their own work in relation to curriculum standards.

For development:

- Encourage students to assess and correct their own writing, particularly in relation to spelling, punctuation and grammar.
- Improve target setting for individual students.

Mathematics

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

- Students show strong and sustained progress in mathematics in all phases of the school. This consistent level of achievement is reflected in the significantly high external examination performance at GCSE and A level. In the primary phase, although progress is clearly evident, mathematical concepts require greater consolidation to ensure depth of understanding, particularly in Year 3.
- By the end of FS, children have very secure number skills. Students in the primary phase have very good spatial awareness and understanding of geometrical properties. Senior students develop very competent algebraic and problem-solving skills, which underpin high levels of achievement.
- The emphasis on mathematical vocabulary and the application of mathematics to real-life situations are successfully promoting the relevance of mathematical ideas for students. The confident use of digital technologies and practical investigations is enhancing their research and evaluation skills.

For development:

- Promote confidence and consistency in number competencies in Year 3.

Science

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

- Attainment has improved in all phases of the school. The variance in the post-16 phase is associated largely with the small cohort and limited outcomes from the previous academic year. However, progress reflects more accurately the ability of the current students.
- The skills-based approach to learning science has ensured that almost all students develop a very strong grasp of enquiry methods. Children in FS are immersed in discovery learning. In the primary phase, every lesson is an investigation, exploring their 'big questions'.
- Students' analytical thinking has a consistent impact in all phases. In Year 7, chemistry students speak enthusiastically of the real-world context. Physics students in the post-16 phase, struggling to create formulae in response to examination questions, are excited when they discover that they have the answer.

For development:

- Extend the best practice of guiding all students to web-based research, appropriately matched to abilities, but enabling more open-ended discoveries that can then be shared with their peers.

Learning Skills

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

- Students are highly motivated and have a positive enthusiasm for learning. Children in FS are keen independent learners, whose developing skills provide a productive foundation for learning throughout the school. In Arabic lessons, students are reluctant to behave as independent learners. Generally, students show a mature responsibility to their learning.
- Students regularly evaluate their work and work on areas for improvement. Most lessons reflect a diligent and constructive work ethic. Students collaborate well with one another, sharing ideas in mutual support. In these explorative activities, they are adept at linking ideas to real-world contexts to show the relevance of their learning.
- Higher-order thinking skills are used effectively to make links between different topics and themes. Students confidently use digital technologies to promote their learning in class and in home-based activities.

For development:

- Develop opportunities for students of Arabic to become more independent learners.

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

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

- The outstanding personal development of all students is a significant key strength. Students' behaviour is exemplary. In FS, children readily distribute resources and tidy up. In the senior classes, roles and responsibilities are a consistent feature of learning.
- Outstanding attendance and punctuality exemplify students' highly positive attitudes to learning. They are consistently self-disciplined, and enjoy one another's friendship. Students show empathy and sensitivity to the needs of others, in keeping with the school's inclusive nature.
- Students enjoy physical exercise and outdoor play. They are well organised, with very good understanding of the importance of making consistently wise choices about eating well. Across all phases, they are confident and caring towards one another. Adults and children enjoy supportive and respectful relationships that contribute to positive learning.

	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

- Most students demonstrate appreciation of Islamic practices. They apply the values of generosity, kindness and care for the local community during the holy month of Ramadan. While the students' Islamic council has been very active in promoting Islamic awareness, it needs more time to be fully embedded.
- Students are very knowledgeable and respectful of the UAE culture and heritage, successfully making connections with other subjects. They initiate and participate in a range of events to celebrate Emirati culture and heritage.
- While students show pride in their own culture, they demonstrate an excellent understanding of other world cultures, which are well celebrated through projects, assemblies and internal celebrations.

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

- Students in all phases demonstrate an excellent work ethic and well-developed social responsibilities. They take on leadership roles, initiate projects and participate in a number of volunteering opportunities that benefit the school and the local community.
- Students demonstrate a very strong awareness of environmental issues affecting the local and global environment. In FS and the primary phase, students participate in a wide range of projects to improve the environment. The participation of students in the secondary and post-16 phases is less evident
- Children in FS and students in the primary phase show excellent creative and innovation skills through exploration and problem-solving across subjects and in their projects. Students in all phases demonstrate excellent entrepreneurial skills.

For development:

- Provide opportunities for students to participate in celebrations and activities to improve their awareness of Islamic values.
- Increase students' participation in improving the school and community environment.

3. Teaching and assessment

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

- Most teachers have a thorough professional knowledge of how students learn. They effectively facilitate learning through imaginative use of resources, stimulating classroom environments and the motivating use of digital technology. A focus on independent learning is successfully enhancing students' research and problem-solving skills. Extensive planning and variety in teaching strategies strongly promotes learning. In Islamic Education, the teaching of younger students has insufficient variety to sustain interest and motivation.
- Teaching in the creative and performing arts and in physical education inspires students and produces high quality performances. The emphasis on asking challenging questions is effective in promoting understanding. Students are encouraged to think for themselves, a common feature of most lessons.
- The emphasis given to facilitation is a notable and innovative feature, which is enabled by the open and collaborative work of teams across all phases.

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

- Since the previous inspection, there are more comprehensive processes for assessment in all phases to ensure that students meet targets, or that interventions are planned. Internal assessment is monitored to ensure consistency, leading to a review in science, in the light of external benchmark test scores.
- All science lessons are evaluated against both knowledge-based and skills-based objectives. Self- and peer- assessment are regular elements of English, mathematics and science lessons, but only occasional features in Islamic Education and Arabic.
- The quality of feedback to students has improved. Almost all teachers provide clear steps for improvement. Students give documented responses to feedback in most subjects.

For development:

- Increase the accuracy of assessment in Islamic Education to ensure that learning experiences are sufficiently varied to motivate and challenge all groups of students.

4. Curriculum

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

- The curriculum is fully aligned to the National Curriculum for England and is suitably adapted to ensure full compliance with UAE MoE national priorities. It is broad, balanced and has a clear rationale. In FS and the primary phase, it provides strong, child-centred, thematic and project-based approaches to learning.
- The curriculum across all phases ensures continuity and facilitates students' progress and transition between key stages. Older students benefit from vocational and academic pathways. The school provides a very broad range of curricular and extra-curricular activities that nurture students' talents and interests.
- Information from assessments is used effectively during regular and thorough curriculum reviews to reflect on provision, and to ensure that it meets the needs of individuals and groups of students. Cross-curricular links enable students to apply their learning across different subjects and to the real world.
- Moral education is a strong feature of the school and is linked to the school vision and the positive education programme.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding ↑	Very good	Very good	Very good

- The curriculum is effectively planned to meet students' developmental stages. In FS, the curriculum allows children to make choices in every lesson. Business and Technology Education Council (BTEC) Levels 2 & 3 offer ample opportunities for students to pursue their specialist interests, preparing for the next phase of education.
- The development of project work incorporates creativity. In FS, project work comprises elements of entrepreneurship when children sell their art work at their art fairs. Students in Year 6 develop their entrepreneurial skills by selling UAE accessories in preparation for National Day celebrations.
- Islamic and UAE values and culture are successfully integrated into all learning environments. They are a feature of class and individual student's projects. In FS, the Sheikh and Sheikha are the class leaders. All students have access to the 'I can read Arabic' website.
- Arabic is taught in FS to all children.

For development:

- Extend links to UAE culture and heritage, by ensuring that the learning outcomes of the UAE social studies curriculum are appropriately assessed in all phases.

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 school has rigorous policies and procedures for safeguarding and child protection across all phases. It is highly effective in keeping students safe from all kinds of abuse, including bullying and cyber-bullying. The policies are detailed and clearly define roles, responsibilities and procedures.
- The school is a safe, hygienic and secure environment for students and staff. Safety checks are frequent and rigorous. The record keeping of emergency evacuation drills requires expansion and consolidation.
- Premises and equipment are maintained in excellent condition. The school keeps detailed and secure records, including those of incidents, subsequent actions and results. The school's commitment to safe and healthy living is successful and is promoted throughout the school premises. The new positive education curriculum supports the development of students' mental health.

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

- Positive education and restorative justice provide students with the inspiration to achieve their full potential and flourish within a safe, well-managed school community. The nurturing relationships in FS provide a foundation from which students develop into the mature students seen in all other phases.
- The school has thorough systems for identifying and supporting students of determination. Students with gifts and talents have also been identified. Provision of support continues to improve through differentiated lesson planning, in-class support, electives and the school's academic clinics. Promotion and management of punctuality and attendance is very effective.
- The school provides effective holistic support for students through its counselling centre, achievement centre and career-guidance services. The development of alternative career pathways, accompanied by the necessary guidance, is welcomed by students and their parents.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school is strongly inclusive. The achievement centre is well supported by an inclusion governor, an inclusion champion and a developing inclusion action team. While there is a significant number of support personnel, there is an absence of qualified teachers to work with the students of determination.
- Highly effective admission procedures in FS, and observations in classes, ensure accurate and detailed identification of needs. The school uses a broad range of useful identification measures including observation checklists, diagnostic tests and formative and summative assessments.
- The virtual learning environment provides accessible and effective communication between school and home. Parents appreciate the consistency of reporting and welcome the school's open door policy. The inclusion department uploads videos of students' work and comments on students' targets each week, providing consistent, regular feedback to parents.
- Teachers adapt their materials and teaching approaches in class to enable students to access learning. Some students are working three to five years behind their peers, and require an individually appropriately modified curriculum or modified provision.
- The achievement centre is exploring the use of learning ladders to track and assess progress for students of determination, with reference to the Pre-Key Stage National Curriculum in England.

For development:

- Ensure that appropriately qualified specialist teachers are available to support the needs of students of determination throughout the school.

6. Leadership and management

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

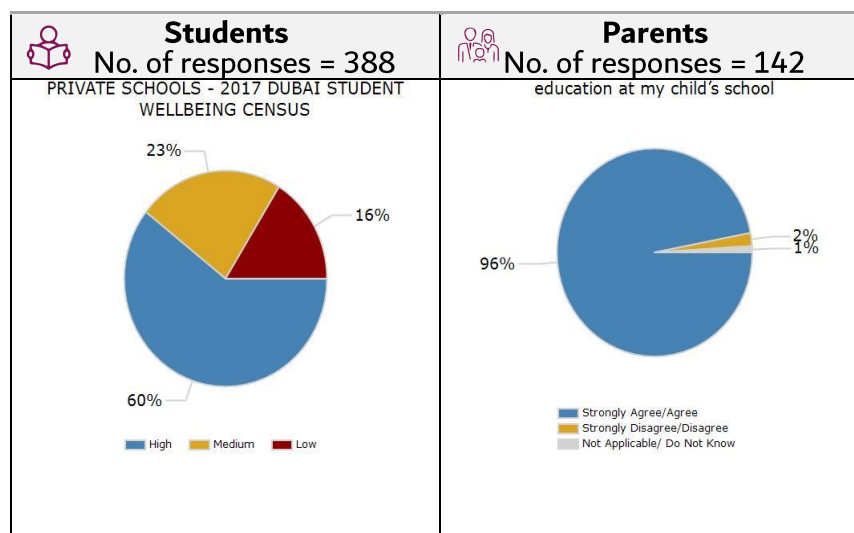
- The principal, governors and strategic leadership team have a coherent vision that incorporates inclusivity, positive education and student-centred learning, and is aimed at equipping young people for an uncertain future. Effective strategic planning and monitoring have resulted in improvements across a range of performance indicators. Teachers feel valued. School leadership is dispersed, and individual leaders at all levels feel empowered, able to make decisions, show initiative, and feel accountable for improved student outcomes.
- The evaluation of school performance is based on reliable information relating to all aspects of the school's work. School leaders diligently collect data to measure the impact of actions on students' outcomes. To ensure teachers' effectiveness in supporting students' achievement, all are encouraged to invest in their own professional growth. School leaders have developed consistent whole-school monitoring and evaluation through a quality assurance model, based on coaching. This has improved standards of teaching and learning.
- Parents feel that they are well-respected and valued members of the school community. They are involved in the school in many ways, from fundraising for charity, to attending workshops and being part of special learning events during the school day. Through the parent advisory committee, they also contribute to strategic decision-making. Information regarding students' progress is shared with parents regularly. Some partnerships with local organisations offer enrichment opportunities for students.
- Governors monitor the work of the school regularly and hold leaders to account for students' learning outcomes. They know the school well, and have assisted parents and teachers in the decision-making process. New governors on the advisory committees are enthusiastic and are committed to strategies to sustain high student performance in all curriculum areas. The board of directors continues to provide improved staffing and resources, and appreciates the need for investment to sustain progress.
- Day-to-day management of the school is well organised due to the efforts of all staff, including administrators and security personnel. Teachers are generally appropriately deployed to promote students' achievement. Extensive professional development, using a coaching model, is appropriately focused on supporting new staff to meet the challenges of an expanding school. All the learning areas, including sporting and recreation areas, are of high quality and conducive to effective teaching and learning. The facilities and resources for FS are excellent.

For development:

- Strengthen and develop mutually beneficial partnerships with local business and industry to enhance opportunities for students.
- Provide advisory committee members with access to development opportunities to enable them to discharge their duties in a highly effective manner.

The View of parents and senior students

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



 Students	Students from Years 6 to 10 who responded to the well-being census express high levels of optimism, satisfaction and a feeling of belonging to the school community. They state that they have good relationships with their teachers, and that there is always someone in whom they can confide and with whom they can share any concerns. High proportions of students attend organised events or sporting activities. The inspection confirms these views.
 Parents	Parents are satisfied with the quality of education which the school provides. Almost all feel that they are getting value for money and that school leaders and staff listen to them. Parental comments are positive, with praise for teachers, positive education, informative reports, extra-curricular events, inclusion, school management and the care which their children receive. Inspection findings confirm these opinions.

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