

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The School
of Research
Science

Celebrating
10 years of
inspections

THE SCHOOL OF RESEARCH SCIENCE

UK CURRICULUM

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School information

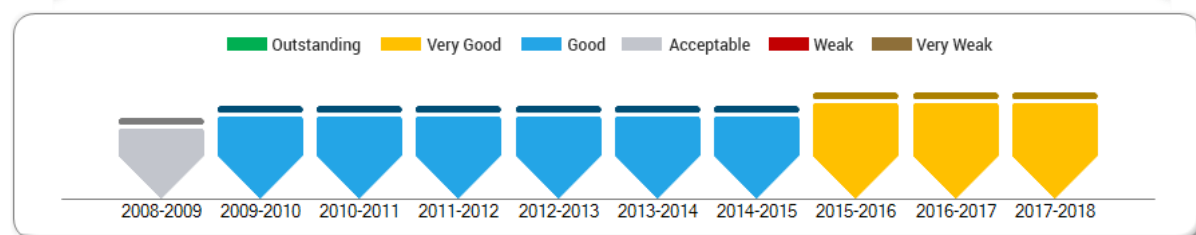
General information	
Location	Al Warqa 4
Type of school	Private
Opening year of school	1998
Website	www.srsdubai.ae
Telephone	046011011
Address	P.O BOX 27463, Alwarqa4
Principal	Ms. Nan Billingham
Principal - Date appointed	8/1/2013
Language of instruction	English, Arabic
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	302
Largest nationality group of teachers	United Kingdom
Number of teaching assistants	41
Teacher-student ratio	1:12
Number of guidance counsellors	5
Teacher turnover	13.4%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	FS1 - Y13
Number of students on roll	3629
Number of children in pre-kindergarten	0
Number of Emirati students	2633
Number of students with SEND	189
Largest nationality group of students	Emirati

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE, IGCSE, AS, A Levels
Accreditation	BSO
National Agenda benchmark tests	GL

School Journey for The School of Research Science



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The **School of Research Science** was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders share a vision for inclusion and the national priorities. Their effectiveness in bringing about improvement is variable. Insufficient attention is given to the variations in assessment data. Improvement plans are appropriate but not all targets have been met. The school involves parents in some aspects of their children's learning and school life. Parents express concerns and make suggestions, but are not formally consulted on strategic matters. Governors monitor the work of the school and provide high-quality buildings, facilities and resources. The school operates very effectively on a daily basis.

Students' achievement

Children in the Foundation Stage (FS) make exceptional progress in all subjects. Progress in the other phases is never less than good and is sometimes very good and outstanding. Clear strengths lie in both attainment and progress in Islamic education, in science and in Arabic, particularly in the primary phase. Attainment in mathematics in the secondary and post-16 phases has declined.

Students' personal and social development, and their innovation skills

Students' personal development, their understanding of Islamic values and the UAE heritage, culture and traditions, their contribution to the community and their care for the environment remain very strong features of the school. However, a minority of boys display inappropriate behaviour, especially in some lower secondary lessons.

Teaching and assessment

Teaching in the FS is outstanding because teachers have an excellent understanding of how children learn best. In the other phases, teachers' effectiveness is more variable. Teaching is strongest in Arabic and science. Strengths lie in teachers' subject knowledge, their relationships with students, and their planning to meet students' needs.

Curriculum

The curriculum is very well designed, implemented and adapted to meet the different needs of most students. It enables almost all students to develop their knowledge and understanding of Islam and Arabic very well. It also provides opportunities for students to be creative and increasingly innovative in their thinking.

The protection, care, guidance and support of students

The arrangements for protecting, caring, guiding and supporting students remain outstanding across the school. The provision for students with special educational needs and disabilities (SEND) is also very effective.

What the school does best

- The provision in the Foundation Stage and the progress made by children
- Students' attainment and progress in Islamic education and Arabic; their progress in English and mathematics in all phases; and their attainment and progress in science
- Students' personal development; their understanding of Islamic values and the UAE heritage, culture and traditions; their contribution to the community and their care for the environment
- The quality of the curriculum design and the extent to which it is enriched and adapted to meet the needs of students
- The arrangements to protect, care, guide and support students
- School leaders' shared vision for inclusion and their commitment to the national priorities.

Key recommendations

- Raise attainment in English and mathematics across the school, and in Arabic as a first language in the post-16 phase, by:
 - ensuring all teachers understand and consistently use all available assessment data to plan lessons that challenge students and deepen their understanding.
- Ensure school leaders, particularly in the secondary phase, work effectively as a team to:
 - analyse all of the available data to formulate an accurate picture of students' achievements
 - use this information to identify gaps in students' learning and to set accurate and challenging targets
 - consult parents and other members of the school community on a regular and formal basis and involve them in the strategic direction of the school.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Very good ↓	Outstanding	Outstanding ↑
	Progress	Not applicable	Very good ↓	Outstanding	Outstanding ↑
Arabic as a first language 	Attainment	Not applicable	Outstanding	Very good	Good
	Progress	Not applicable	Outstanding	Very good ↓	Very good
Arabic as an additional language 	Attainment	Not applicable	Outstanding	Outstanding	Not applicable
	Progress	Not applicable	Outstanding	Outstanding	Not applicable
English 	Attainment	Good ↑	Good	Good	Good
	Progress	Outstanding	Very good	Very good	Good
Mathematics 	Attainment	Good	Good	Good ↓	Good ↓
	Progress	Outstanding	Very good	Very good	Very good
Science 	Attainment	Good	Very good	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	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	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as measured by the National Agenda Parameter (N.A.P) benchmark tests is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- School leaders analyse Cognitive Ability Tests (CAT4) data well but do not make appropriate use of the GL and CAT4 combination report. Insufficient account is taken of the differences between internal and external assessment data.
- Analyses of the N.A.P data has had some positive impact on the curriculum. It is aligned more closely to the requirements for both PISA and TIMSS and ensures continuity and progression in both content and skills.
- Training for teachers in the use of N.A.P data is having an impact upon teaching strategies. The development of critical thinking, problem solving, open-ended, practical investigations, and the application of learning within real life contexts, are enhancing students' learning experiences.
- A majority of students are aware of their N.A.P individual scores. The desire to improve performance has a positive impact on their approach to learning. Older students use online resources to help develop their research skills.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum

and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors and the principal hold teachers and middle leaders to account for monitoring Emirati students' progress. Well-informed and effectively-planned interventions are at an early stage of development. Although the school provides regular progress reports to parents, strategies to improve parents' engagement in the education of their children are underdeveloped. Programmes to support the development of literacy in both Arabic and English have been established and are developing.
- Emirati students are positive about their school and the large majority take responsibility for their own learning. The school has plans to increase student motivation by raising students' awareness of possible career choices, increasing opportunities for work experience and organising lectures presented by highly successful professionals.
- Based on ongoing assessment and data analyses, the school implements changes in curricular and teaching strategies. However, improvement plans do not take sufficient account of all CAT4 data and N.A.P benchmarks in order to set realistic, focused targets and provide interventions to narrow the gaps in attainment and increase progress. Strategies to improve verbal reasoning across all phases are at an early stage of development.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- Moral education is incorporated in a variety of ways across the curriculum. Values such as courage and honesty are integrated into the provision.
- Teaching is focussed to reinforce moral values. Careful planning incorporates specific themes in line with the curriculum, leading to consistency in delivery.
- Students have mature attitudes to learning and provide well-considered arguments in debate. Staff refer to their life experiences in discussions to deepen students' thinking and broaden their understanding.
- Assessment processes follow the school's procedures. Moral education booklets provide valuable diaries of what has been covered and allow for self-reflection.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The well-integrated plan for social studies includes the FS. Social studies in the secondary phase has traditionally been delivered in Arabic and enhances students' appreciation of the UAE culture.
- Teaching is defined by good subject knowledge and the promotion of cross-curricular themes through, for example, moral education. Positive relationships and classroom management contribute to students' learning experiences.
- Students take learning seriously and offer pertinent suggestions to scenarios such as economic development and growth. They realise the implications of this and relate their understanding to moral values.
- Assessment follows the school's procedures and work is recorded mainly under the heading of humanities. Topics are thought-provoking and offer opportunities for student reflection.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Students' critical thinking, problem solving, collaboration and communication skills are developing across the school. However, students in the primary and secondary phases have insufficient opportunities to use modern technology to enhance their independent research skills.
- Involvement in 'Learning Without Borders' offers students opportunities for innovation and leadership, for example, through a partnership with a leading Emirati engineer who sponsors automotive design and offers her personal support to students.
- In the best lessons, teachers' innovative practices include team-teaching, creative use of smartboards and learner profile wheels.
- The curriculum is increasingly adapted to provide innovative experiences such as investigations into natural resource management, energy conservation, and design challenges on the theme of energy efficiency.
- There is a clear commitment by governors and leaders to drive the innovation agenda, which is evidenced by research into best practice and the significant time and resources invested in promoting it across the school.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Very good ↓	Outstanding	Outstanding ↑
	Progress	Not applicable	Very good ↓	Outstanding	Outstanding ↑

- Most students, especially in the upper phases, attain above the expected curriculum levels. In the primary phase, students are not as advanced in their knowledge and understanding of Islam as in recent years. Most students apply Islamic morals to their daily lives. Their skills in memorisation and recitation of the Holy Qur'an are very well developed.
- Older students are able to reflect on Islamic concepts in relation to society. They discuss these with their peers and are very well aware of their responsibilities regarding current issues. Their understanding is evident in public meetings they host, in the questions they ask, and in the movies they produce.
- Post-16 students have very well-developed skills in technology which they use to carry out independent research in order to enhance their understanding.

For development

- Ensure primary students make effective use of technology and improve their skills in memorisation.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Outstanding	Very good	Good
	Progress	Not applicable	Outstanding	Very good ↓	Very good

- Primary students' skills in almost all key aspects of the language are consistently above curriculum expectations. Achievement is strongest in the primary phase where students are provided with many opportunities to extend and practise using vocabulary.
- Most students in the primary, secondary and post-16 phases have very well developed listening and comprehension skills and are confident in oral expression. Reading is strongly promoted, although not all students are provided with sufficient time to reflect upon and analyse what they have read.
- The promotion of literacy skills in Arabic is having a strong impact in the primary phase because students are provided with more opportunities to develop literacy skills independently.

For development

- Provide regular, well-planned opportunities for students to develop the ability to work independently, including in writing in the upper secondary years and in post-16.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Outstanding	Outstanding	Not applicable
	Progress	Not applicable	Outstanding	Outstanding	Not applicable

- Most students across the primary and secondary phases acquire a wide range of vocabulary. Oral fluency is strongest in the primary and lower secondary phases.
- In general, students' ability to understand and respond orally are the strongest of the language skills. Most students acquire vocabulary quickly and apply it in a range of different contexts.
- Students' skills in decoding, reading and writing Arabic script are developing very well. They are strongest when prior learning is taken into account. However, the curriculum is not always sufficiently adapted for a small number of new students preventing them from making the same rapid progress as other groups.

For development

- Provide the small number of new students, particularly in the secondary phase, with an appropriately modified curriculum that takes into account their individual needs.

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

- Most students achieve very good standards in IGCSE. English literature and English language results have improved for those students achieving the top grades. Overall outcomes for other external tests are weak. Progress is very good throughout the school because students consistently improve the fluency of their spoken and written English.
- By the time they enter Year 1, FS children are able to write simple sentences and use their understanding of phonics to read letters and sounds. Through whole class and guided reading activities, primary students read a range of texts and become increasingly confident, independent readers.
- The majority of Year 12 students engage in critical analysis of a demanding range of texts. They comment confidently on tone and character and can analyse more obscure meanings in both literature and language. A minority of Emirati secondary students experience difficulty in reading and interpreting texts independently.

For development

- Provide higher ability students, particularly older secondary students, with opportunities to work independently.
- Provide support for students experiencing difficulty in reading and interpreting texts independently.

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

- The majority of students' attainment continues to be above curriculum standards in all phases. International benchmarking and curriculum-related external assessments show some variations in students' outcomes across each of the upper three phases.
- Children in the FS and primary phases are active enquirers, exploring links between mathematics and the real world. In the secondary and post-16 phases, there is a much stronger emphasis on technique and less on application. Critical thinking is developing across all phases.

- Understanding of numbers, knowledge recall and data analysis are well developed across all phases. Conceptual understanding of geometry and its application, understanding of perspectives, application and modelling of the real world, are less developed in the secondary and post-16 phases.

For development

- Ensure that connections with the real world are well embedded in teaching as a basis for introducing any new concept across the phases.

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

- Outstanding progress is made in all phases due to the interesting lessons that enable students to engage in meaningful practical activities. Stronger attainment in the secondary phase is reflected in the outstanding GCSE results. FS children's skills in enquiry-based, practical science are developing well.
- Investigative practical work is especially strong in the primary phase where students are taught and challenged to think critically and solve problems, enhancing their overall achievement.
- The improvements in curriculum progression are beginning to have a positive impact on students' understanding of scientific concepts. However, there are insufficient opportunities for students to analyse data, evaluate scientific articles and present their work orally.

For development

- Ensure greater consistency across phases in the application of the scientific method to underpin all science practical work.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Very good	Very good	Very good

- Learning skills are most effectively developed in the FS where almost all children collaborate with others or work independently. The learning skills of some boys in the lower secondary phase are underdeveloped, mainly because they are not clear about expectations.
- Most students are keen to learn and complete tasks willingly. They interact well with their peers and teachers, and work well individually and in groups. Students communicate their thoughts effectively when questions probe their thinking. In primary science, investigative practical work is especially strong as students are challenged to think critically and solve problems.
- Students are developing innovation and enterprise skills. They are encouraged to develop and use critical thinking skills in most lessons. Students, particularly in the lower phases do not use learning technologies consistently in lessons to extend their independent learning.

For development

- Ensure rigorous application of strategies to engage all boys in lower secondary in order to enhance their learning skills.
- Enable students to use learning technology consistently in lessons.

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

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

- Students' personal and social skills are outstanding in the FS, primary and post-16 phases. They are not as strong in the secondary phase because a minority of boys display inappropriate behaviour, especially in the lower secondary lessons.
- Most students generally behave very well in lessons and around school. They are self-disciplined and respond well to others. Relationships between students and their teachers and peers are almost always positive and based on mutual respect. Attendance is very good.
- Although a few students express some concerns about bullying, they work to resolve any disputes. Students have a very secure understanding of the benefits of leading safe and healthy lifestyles.

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

- Across all phases of the school, almost all students show a deep awareness and appreciation of Islamic values such as tolerance and respect for others. Older students especially are excellent role models. They lead by example in their appreciation of their Islamic heritage.
- A large majority of students across the school are Emirati. They take great pride in the culture, heritage and traditions of the UAE. They organise and lead whole-school celebrations, such as National Day and Flag Day, with great enthusiasm.
- Most students have a developing understanding of other world cultures through their involvement in special events such as Cultural Day and International Women's Day.

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

- Students demonstrate high levels of engagement in, and contribution to school life through, for example their enthusiastic involvement in the school council.
- Children and students have a very positive work ethic. Through various activities and initiatives, such as 'Learning Without Borders', they are developing their skills in innovation and entrepreneurship. They demonstrate their commitment to the local and wider communities by supporting local charities.
- Students show great concern for the environment through their investigations into natural resource management, energy conservation and design challenges on the theme of energy efficiency.

For development

- Improve students' understanding of world cultures.

3. Teaching and assessment

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

- Teaching is consistently better in the FS than in the other phases. It is most effective in Arabic and science, and not as strong in English and mathematics in the secondary phase.
- Most teachers across the school have a good command of their subjects and teachers in the FS are very aware of how young children learn best. However, the quality of questioning is variable. In the best lessons, questions are used effectively and enable students to communicate their ideas in depth.
- Tasks are usually well-planned to meet students' needs, develop their critical thinking skills and facilitate independent learning, although this is not a feature of all lessons.

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

- Assessment processes are effective and mostly coherent across all phases. Assessment information is used very effectively to influence teaching and curriculum review. The variety of data and use of assessment by specialist staff is outstanding when planning to meet the needs of students with SEND.
- The analysis of a range of assessments is consistent across the school. It is most effective in the FS, primary and post-16 phases. In the secondary phase, students' achievements are monitored and, in some subjects, their performance is tracked against CAT4 predictions. However, deeper analysis of the data, and a more rigorous alignment to the external benchmarks, are underdeveloped.
- Teachers know their students very well and verbal feedback is helpful and encouraging. Questioning is usually well differentiated to help all students to experience some success. Written feedback is less consistent across phases and subjects, particularly in the secondary phase.

For development

- Ensure the quality of teachers' questioning is consistent and promotes students' critical thinking.
- Align all available internal and external assessment data with information about students' potential in the secondary phase to identify all possible interventions to meet students' needs.
- Monitor and systematically review the effectiveness of interventions for each individual student.

4. Curriculum

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

- The curriculum has a clear rationale and is aligned well to the school's values and vision. The Arabic curriculum is very well-designed in all phases. The international primary curriculum has cross-curricular themes that link students' learning effectively to their real-life experiences.
- In science, leaders carefully map the curriculum from FS to the post-16 phase. It is particularly well adapted to support better results in TIMSS/GL assessments and ensure smooth transition between phases. Curricular options in secondary sciences are ability-linked to provide appropriate IGCSE choices that match students' abilities.
- The curriculum in the FS skilfully integrates the FS areas of learning. It successfully develops children's learning skills and personal development. In English, the primary curriculum includes an extensive daily phonics programme which ensures continuity and progression between the FS and lower primary phase.

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

- The curriculum is modified very well in the FS, primary and in vocational courses in the upper secondary phase, in order to develop key skills in literacy and numeracy. Post-16 students benefit from additional classes to help meet attainment targets in external examinations. In Arabic as an additional language, the curriculum is not sufficiently modified to meet the needs of a small minority of students who are new to the school.
- Social studies is combined well with lower secondary science, technology and mathematics (STEAM) programmes to develop students' understanding of historic and contemporary UAE culture, and their skills in innovation. 'Learning Without Borders' offers wide-ranging personal development opportunities, including students' social contribution to charity.
- Innovatively-timetabled vocational courses, offering progressive pathways, meet particular students' needs very well. STEAM courses offer socially relevant and innovative learning to lower secondary students. Curricular modification increasingly uses data on student performance to target provision where it is most needed.
- Arabic is not taught in the Foundation Stage.

For development

- Adapt the curriculum for Arabic as an additional language speakers to take into account their prior learning.

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 care and welfare of students is central to the school's day-to-day routines and procedures. The exceptional facilities are maintained to a high standard. A large number of welfare officers are active throughout the school to ensure students' individual needs are expertly identified and met.
- The school provides a safe, secure and hygienic environment for students and staff. Child protection is a high priority. Students are very well supervised around the school and at lunch times. The school is accessible to students with a wide range of needs.
- The promotion of healthy lifestyles is well developed across subjects and includes input from a wide range of external agencies. Students are taught to eat healthily from an early age and healthy living, including daily exercise, is a prominent feature throughout the school.

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

- Relationships between staff and students are very respectful across the school, markedly so in the FS and in the primary and post-16 phases. Reward systems recognise and celebrate positive behaviour in these phases, but less effectively support a small minority of secondary boys.
- Arrangements for monitoring attendance are very effective. Comprehensive programmes of personal and social education combine with assiduous welfare and counselling to provide age-appropriate advice and guidance to all students. Comprehensive systems accurately identify students' with SEND and those who are gifted and/or talented.
- Closer partnership between staff welfare and academic support teams particularly benefit students in the FS and primary phase. Such arrangements are also increasingly effective in meeting the diverse needs of students in the secondary and post-16 phases. Guidance on careers very effectively prepares senior students for their future choices.

For development

- Strengthen arrangements to celebrate students' positive behaviour particularly in the secondary phase.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Strong leadership across the school ensures very effective provision for students with SEND, particularly where these needs are more profound. The school's inclusion champion and governor for inclusive education ensure that suitable action planning supports the school's highly-inclusive ethos.
- Suitably selected assessments, complemented by professional advice and, when necessary, external diagnosis, accurately identify special educational needs. The school also has clear criteria by which to identify its most able students, some of whom may be gifted and/or talented.
- Leaders proactively and responsively involve parents as partners in meeting their children's needs, advising on how to support them at home. Parents appreciate the school's inclusive ethos. A very few, nonetheless, feel their children's needs are not accurately identified.
- Support for students with SEND includes additional teachers in class, small group activity in the primary SEND room, and personalised work placements for older students. In the most effective contexts, well-trained learning support assistants encourage students to develop independence.
- Students with more profound and complex needs develop increasing resilience and self-confidence as they progress through the school. Overall, students with SEND make very good progress from their starting points in subjects, but sometimes remain dependent on support.

For development

- Enable students with SEND, to self-manage their own learning and personal development to the fullest extent.

6. Leadership and management

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

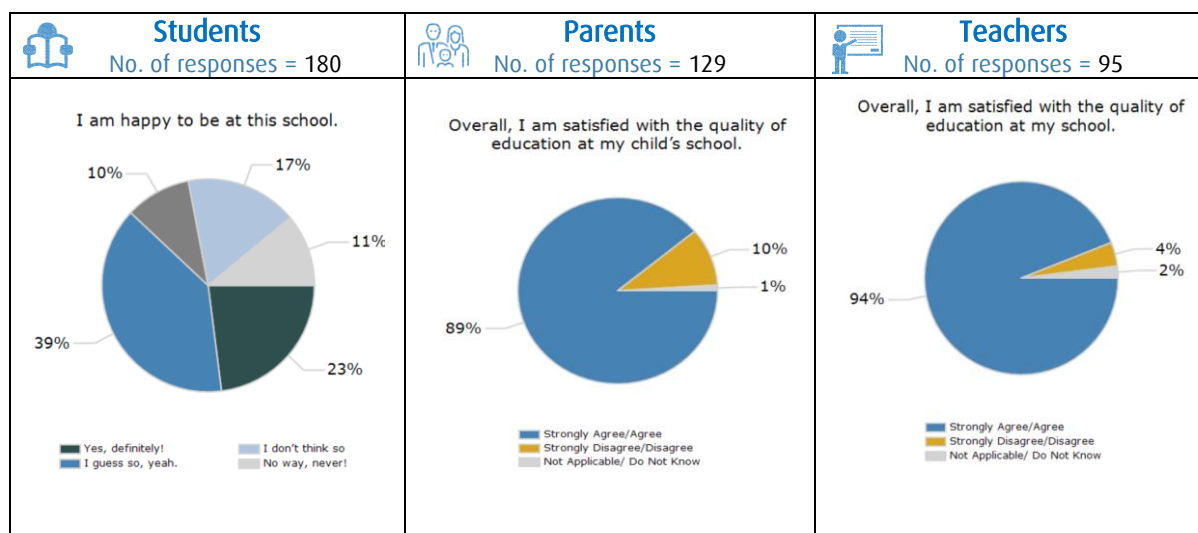
- School leaders share a vision for inclusion and are committed to the national priorities. Relationships across the school are warm and professional and morale is high. Leaders are collectively very effective in creating a purposeful learning environment, and judgements from the previous inspection with regard to students' personal development have been maintained. However, leaders' effectiveness in bringing about consistent improvement is more variable.
- Although school leaders analyse most of the available assessment data to evaluate the school's performance, this is not an entirely effective process because insufficient attention is given to the variations between internal and external data. Whilst improvement plans respond well to recommendations from the previous inspection report and national priorities, not all targets have been met.
- The school involves parents in aspects of their children's learning and school life. Parents are keen to support their children's learning at home and many provide private tuition to supplement the work of the school. Students' progress reports to parents are regular but of variable quality, particularly in the secondary and post-16 phases. Parents are satisfied that they can approach the school if they have a concern or suggestion. Students' learning and personal development are enhanced through a range of external partnerships.
- The governing board consists of the school's owners, international experts in education and a parent. They provide significant resources to enhance the facilities and increase staffing levels. They regularly monitor the quality of teaching and learning and provide professional development for teachers and school leaders. This has led to some improvements.
- The school operates very effectively. Roles and responsibilities are clear and adhered to by all members of staff. The high teacher to student ratio affords students a significant amount of teachers' attention. Teachers benefit from regular professional development. Not all teachers of Arabic as a first language and Islamic education have been approved by KHDA. The very high quality buildings and facilities, and the wide range of resources, enhance learning.

For development

- All school leaders should contribute to the rigorous analysis of all assessment data, and use this to evaluate the school's effectiveness and to set accurate and challenging targets for improvement.
- Ensure parents are systematically and regularly consulted and have an opportunity to influence the strategic direction of the school.
- Ensure all teachers of Islamic education and Arabic are approved by KHDA.

The views of parents, teachers and senior students

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



 Students	The students who responded to the survey are generally very positive about school. The areas they have most concerns about include involvement in decision-making, making a difference to school life and opportunities to develop leadership skills. A few have additional comments regarding the limited number of trips and having to take four subjects at AS level instead of three.
 Parents	Most parents who responded to the survey are positive about the school although, as with students, they present a mixed picture. The least positive responses are regarding: counselling for emotional needs, promotion of community and environmental awareness, and the school not listening to parents.
 Teachers	The teachers who responded to the survey are overwhelmingly positive in almost all cases.

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