

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

Inspection Report 2018-2019

The School of Research Science

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



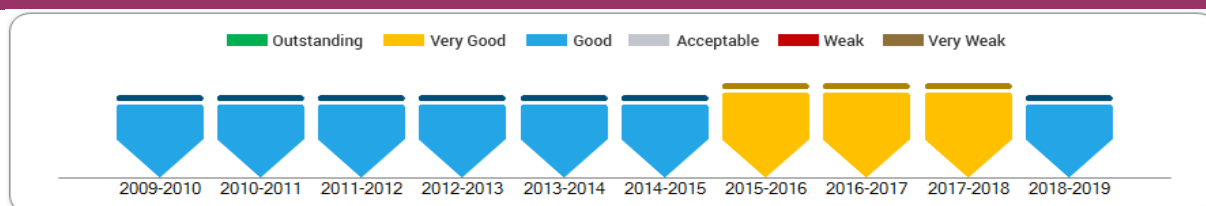
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School Information

General Information	 Location	Nouakchott St
	 Opening year of School	1998
	 Website	www.srsdubai.ae
	 Telephone	046011011
	 Principal	Ms. Nan Billingham
	 Principal - Date appointed	8/1/2013
	 Language of Instruction	English
	 Inspection Dates:	18 to 21 February 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	3629 (US- 204)
	 Number of Emirati students	2633
	 Number of students of determination	189
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	335
	 Largest nationality group of teachers	United Kingdom
	 Number of teaching assistants	92
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	11
	 Teacher turnover	14.38%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GCSE/IGCSE/AS/AL
	 Accreditation	BSO
	 National Agenda Benchmark Tests	GL

School Journey for The School of Research Science



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Achievement among younger students is very strong. From low linguistic bases, they rapidly make excellent progress against curriculum standards and international expectations in all key subjects. These capacities, which are key to sustaining and enriching educational outcomes, are not similarly developed among older students. Inconsistent teaching, inappropriate assessment strategies and curricular variations present unnecessary barriers to students' achievement in the key subjects and, ultimately, to graduation in senior years or grades.
- In the provisional trial US Section, most students' learning skills are basic. The students are teacher-dependent, reflecting little collaboration or innovation. On occasion, students demonstrate high levels of disengagement with their learning experiences.
- Students are mostly very consistent in their behaviour and attitudes to learning. Attentive and responsive when very effectively taught, they engage spiritedly, and embrace learning. On occasion, lack of punctuality and excessive boisterousness hinder older male students' social development. Most students' understanding of Islamic values and other world cultures is extremely strong, reflected through the wide range of environmental and socially responsible initiatives.

Provision for learners

- The teaching in FS and the primary phase is characterised by consistent planning priorities, informed use of teachers' professional learning and strong skill-based activities. Students' outcomes in most year groups improve consistently. However, in upper phases, the use of accurate and valid data for teaching is inconsistent.
- In the provisional trial US Section, teaching in all four grades does not meet a sufficiently high level of quality. Teaching styles rarely reflect the required focus on the expected mastery of skills.
- In the primary phase, the curriculum is very well devised, implemented and enhanced. Notable gains include improvements in language acquisition. Specific and inclusive teaching methods define provision at very good or better levels. The quality of the curriculum for older students is variable. This is because of inconsistent leadership capacity, inconsistent quality of teaching and, too often, inaccurate achievement targets based on invalid data analysis.
- In the provisional trial US section, the curriculum experienced by students is weak. In the short term, it does not ensure that students will graduate with valid equivalency and a clear further education pathway aligned to their aspirations and abilities.
- Excellent protection and care arrangements remain highly effective for most students. More improvements to safety have been introduced at the start and end of the school day. A duty of care is understood very well and is consistently implemented, although more innovative approaches are needed to improve the attitudes and behaviour of older students. Guidance that is more specific is required to ensure that learning pathways support each student's aspirations and readiness for life after school.

Leadership and management

- Leadership and management are of a high quality across lower years, but mixed elsewhere. Cohesive accountabilities, valid achievement data, consistent teaching, high expectations and appropriate provision ensure sustained, positive outcomes for younger students. Excellent leadership is evident in some sections of the upper school. Nevertheless, inconsistent management, and a quality of teaching which is variable because of unreliable interpretation of data, hinder current educational pathways for older students, especially those approaching graduation. Governors have relied on inaccurate reports from school leaders that do not reflect the declining quality of teaching, assessment and student outcomes in the upper years or grades.
- In the provisional trial US Section, leadership structures are basic and do not adequately meet the required levels of effectiveness. Consequently, management of this provisional trial within the section itself, and supervision by senior leaders, are below the expected level.

What the school does best:

- Sustained high-quality provision in Foundation Stage (FS) and the primary phase, which ensures steady progress in all subjects
- Positive outcomes for students in Islamic values and knowledge of world cultures
- Clear and effective provision for students of determination, most of whom are currently in the lower years, including the high-quality health and safety arrangements
- Improving involvement of parents as partners in the future strategic journey of the school
- The availability of high-quality resources

Key Recommendations:

- Ensure that valid assessment data and information on students' outcomes are evaluated correctly and consistently against appropriate standards.
- In the secondary and post-16 phases, build upon the successful teaching approaches in FS and the primary phase, so that teaching is consistently very good or better.
- Ensure that self-evaluation processes and improvement plans are more accurate, and that all teaching is based firmly on meeting students' learning needs.
- Review and build a continuum of curriculum provision in the secondary and post-16 phases, to ensure that all students can make the progress necessary to meet their aspirations, interests and required leaving qualifications.
- Build the capacity of all leaders, including members of the board of governance, so that they work together and that their actions have a known, measurable and verified impact on students' achievements.
- Modify and improve the US curriculum, and ensure that it is taught effectively and assessed accurately so that it meets the needs of all students enrolled in this stream.

Overall School Performance

Good ↓

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Very good	Outstanding	Outstanding
	Progress	Not applicable	Very good	Very good ↓	Very good ↓
 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	Acceptable ↓	Acceptable ↓
	Progress	Outstanding	Very good	Good ↓	Good
 Mathematics	Attainment	Good	Good	Good	Acceptable ↓
	Progress	Outstanding	Very good	Good ↓	Good ↓
 Science	Attainment	Good	Very good	Very good ↓	Good ↓
	Progress	Outstanding	Outstanding	Very good ↓	Very good ↓
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Very good	Good ↓	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	Good ↓	Good ↓
Assessment	Outstanding	Outstanding	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	Outstanding	Outstanding	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	Very good ↓

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (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.

- International assessment data show a decline in the students' overall scores in TIMSS and PISA 2015. In TIMSS, the progress of science in Year 4 remains the strongest. In 2017, all students in Year 10 sat the PBTS test. This indicated a possible improvement in 2018 PISA scores in science. When comparing N.A.P. outcomes against CAT4 measured potential, students, in general, achieve better than predicted.

Impact of Leadership

meets expectations.

- The leadership team supports the vision and goals of the National Agenda. The National Agenda action plan describes the intervention steps and the processes for monitoring and measuring outcomes. The school generally uses the data to align the curriculum with the requirements of TIMSS. However, the school does not use PISA and PBTS reports as effectively as it could to influence curriculum and teaching.

Impact on learning

is approaching expectations.

- Although the school actively promotes the skills of problem solving and application of knowledge, the higher-order thinking skills, as defined by the PISA framework, are not fully developed. Teachers do not always have a common understanding of how these skills can best be encouraged. Learning technologies are used effectively in some lessons.

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

For development:

- Use the recommendations in the recent PBTS report to influence teaching strategies, curriculum and assessment in order to improve students' skills.
- Increase the level of challenge and the quality of higher-order thinking activities in mathematics lessons. Compare students' present skills with those that are required, as described in the PISA proficiency levels, and align teaching to ensure that these skills are developed.

Reading across the curriculum

- Reading in English is improving. It is underpinned by programmes such as Read Write Inc. In Arabic, students are making progress in reading aloud.
- Children in FS are familiar with synthetic phonics to decode texts. Comprehension strategies in Islamic education, science and social studies are developed through Arabic teaching.
- The libraries play an important role in motivating students to enjoy reading. The accelerated reading programme is helpful to students in choosing books that are matched to their reading abilities.
- Leaders have oversight of reading in Arabic and English across most phases. The provision of resources, training and professional development demonstrates commitment to reading across the curriculum.

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

For development:

- Ensure that reading for pleasure, as a lifelong skill, is promoted and developed in the upper phases, and especially among boys.
- In the upper phases, and across the curriculum, develop specific links that support meaningful engagement for students through reading as they access other aspects of their programmes, especially among students currently enrolled in the provisional trial US section.

UAE Social Studies

- The UAE social studies curriculum is taught mostly in Arabic with creative modifications for students who do not speak Arabic as a first language. Engaging, teacher-designed resources are used to supplement the textbooks.
- During lessons, students discuss aspects of the UAE culture and heritage, sharing their own personal experiences and family histories.
- In lessons and in recent work, a majority of students demonstrate levels of knowledge and understanding that exceed curriculum standards of UAE social studies.
- Assessment for learning indicates that the majority of students make better than expected progress from their starting points and in relation to the UAE social studies outcomes.

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

Innovation

- In FS, a clear focus on raising children's awareness and understanding of their thought processes, and on critical thinking, is increasing their confidence and independence. Despite the availability of a wide range of extra technology, research skills are not a strong feature in most lessons seen in the upper phases.
- Students have established environmental working groups, and initiate or join with other groups to raise awareness and to act on local and wider environmental issues. In the best lessons, teachers plan for the development of innovation or the generation of ideas, sometimes through an initial question to stimulate students' thinking, and sometimes through tasks that students undertake. When planned well, these actions stimulate curiosity and promote the search for solutions to problems.
- The curriculum provides reasonable opportunities to support students' developing innovation skills. A comprehensive list of extra-curricular programmes is available from which students can choose. The list includes sports and academic projects, such as science, technology, engineering, art and mathematics (STEAM).
- Leaders remain committed to new ways of thinking. This is mostly visible in FS and the primary phase, and some aspects of lower secondary provision. More remains to be done for leaders of innovation to ensure that a comprehensive range of accountabilities and technical understanding is in place so that innovation becomes fully embedded.
- Greater involvement of students and parents, in particular, is needed for the culture of innovation to be fully systematic.
- Little innovation is evident in the provisional trial US section.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students across all phases develop their understanding of Islamic education through inquiry and investigation. Students in the primary phase develop application of Islamic acts of worship particularly well.
- Students can recite, memorise and explain concepts from the Holy Qur'an effectively. Students in the secondary and post-16 phases can discuss solutions to issues such as divorce, moral crimes, extremism, and national safety, but not always with supporting evidence from the Holy Qur'an, Hadeeth and Seerah.
- Students' motivation is better through increasing participation in Islamic competitions.

For development:

- Ensure that teachers raise their expectations, and rigorously assess achievement against the appropriate standards, in order to plan and deliver lessons that meet the needs of the different ability groups, particularly boys.

Arabic as a First Language

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

- Most students in the early primary phase can communicate in correct standard Arabic using full sentences. While reading is generally well developed, progress in reading more complex texts is inconsistent in the upper phases.
- Most girls in the upper phases of the school demonstrate well-developed understanding of a range of literature, especially in analysing texts. Students' creative writing skills are good, while progress in other writing styles is slower due to inconsistent opportunities for them to write.
- A range of initiatives to develop reading skills ensures that, overall, students' attainment and progress are broadly similar to last year. Boys do not read or write as well as girls.

For development:

- Consistently challenge students more, and provide them with opportunities to write for different purposes, closely monitoring the progress of all groups.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Outstanding	Outstanding	Not applicable
Progress	Not applicable	Outstanding	Outstanding	Not applicable

- Achievement is very strong in both phases. Most students are able to engage in high-quality conversations, reflecting on their experiences and describing their own preferences.
- Most students have outstanding listening skills. Orally and in writing, students use a very good range of words and phrases to communicate their understanding and to outline their comprehension of what they read.
- Students with less proficiency in Arabic benefit quickly from personalised learning plans.

For development:

- Ensure that students with better language skills are challenged to extend and consistently apply these skills more independently.

English

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

- Almost all children enter FS as emergent bilinguals, making rapid progress in speaking and listening for understanding. Their reading ability develops very well alongside their writing skills due to the phonics for language programme.
- Students' reading skills continue to progress into the primary phase and throughout the secondary, where the majority develop the skills of inference and deduction. Older students' variable understanding and use of grammar, and their lack of confidence when speaking English to explain their ideas, significantly hinder their progress in writing as an embedded life skill.
- The high priority given to reading through programmes such as Read Write Inc, Fresh Start and Accelerated Reading, is having a positive impact on students' attitudes to reading as well as on their abilities to read for pleasure and for information.
- In the provisional trial US section, students demonstrate little capacity to use their linguistic skills beyond responding passively to tasks assigned to them. Oral engagement levels are low and of poor quality, and consequently students make few gains in the essential reading and writing skills that they will need to graduate.

For development:

- Provide regular opportunities for students in the secondary and post-16 phases to practise speaking, reading for purpose, and writing at length across a much wider variety of literary styles.

Mathematics

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

- For the majority of students, attainment continues to be above the relevant curriculum standards in most phases. A strong correlation exists between all types of assessment outcomes in FS and the primary phase. In secondary classes, the external assessment outcomes show variations when compared to the school's internal assessment outcomes.
- Students in the primary phase are more confident in problem solving and in using specific numerical skills. The numerical and algebraic skills of those in the secondary and post-16 phases are not as strong, and often become a barrier to the successful development of more complex mathematical concepts.
- Problem solving and the application of knowledge and skills are becoming stronger across the school. However, the students in the upper phases, especially in the provisional trial US section, have significant gaps in their higher-order mathematical processing, and in their understanding of the different areas within mathematics, which prevent them from attaining grade expectations.

For development:

- Ensure that attainment and progress data accurately reflect each student's recent development, and identify gaps and appropriate strategies for improvement.
- Give special attention to the further development of algebraic skills in the secondary phase from Key Stage 3 upwards.

Science

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

- Children in FS have a good understanding of the world around them. They investigate the properties of materials well, making rapid progress from a low baseline of scientific skills. In the primary phase, the pace of progress continues and students have extremely good knowledge. Many can conduct fair tests independently and accurately.
- In the secondary and post-16 phases, knowledge and understanding are detailed and students can explain well what they know. Given the opportunity, they analyse information competently and evaluate the outcomes of practical work. However, investigative and research skills, to the levels required to achieve high-quality outcomes, are underdeveloped.
- Progress in the secondary and post-16 phases has fallen because, too often, work is not well matched to learning needs, and some students do not extend their understanding through discussion with other students. The development of investigative skills is inconsistent, limiting opportunities for independent learning and for students to initiate their own investigations and hypotheses.
- In the provisional trial US Section, students do not have a secure grasp of scientific concepts or behaviours. There are too few opportunities for practical work, investigation, or discussion. Consequently, some students do not enjoy the methods of learning.

For development:

- Accurately analyse assessment information to make sure that work is matched to students' learning and skill needs.
- Improve learning by providing more opportunities for students to work independently and to develop their investigation and research skills.
- Make sure that students have opportunities to reinforce and extend their learning of key scientific terms and processes through discussion with other students.

Learning Skills

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

- Learning skills at FS are exceptionally high. Children make positive choices, and are confident independent learners. Collaboration and communication skills are well developed in the primary phase. New programmes in reading are successful in engaging a wider range of students in their learning experiences.
- In the upper phases, students acquire knowledge and skills in a range of lessons. Their critical thinking is not always successful and may lack depth or insight. Older girls are more successful in taking responsibility for their own learning.
- Students in the secondary phase make meaningful connections between different areas of learning. In the post-16 phase, innovation and research skills are underdeveloped. Students' abilities to hypothesise and draw inferences in mathematics and science are inconsistent. The more able students analyse learning effectively and discuss the best solutions.
- In the provisional trial US Section, strong learning skills are rarely evident. This is due to the prescribed teaching methods that do not enable students to develop independence of thought and initiative. This leads to confusion among students about the range of learning skills that they need in order to achieve the expected credits for grade progression and graduation.

For development:

- Put in place more effective planning and implement strategies to ensure that research and innovation skills are an intrinsic feature of lessons in the upper phases.
- In the provisional trial US Section, ensure that students understand the range of specific skills that they need in order to progress appropriately.

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

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

- Attitudes and behaviour are very positive in FS, and in the primary and post-16 phases. In the secondary phase, some students, mainly boys, are slow to arrive and settle in lessons. They do not consistently sustain high levels of concentration and do not behave well.
- Students have positive attitudes to healthy lifestyles. They know what a healthy diet is. They take part in a range of sporting and physical activities and understand the importance of physical exercise.
- Relationships are extremely good among students and between students and adults. Students support and help one another as a natural part of their lives in school. Attendance at 95 per cent is good, but only the majority of students are punctual in arriving at school.

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

- Students demonstrate excellent knowledge and respect of the heritage and culture that influence contemporary life in the UAE. Their understanding of Islamic values is clearly demonstrated by the links that they make between tolerance and generosity around school.
- Students lead and participate in assemblies and contribute enthusiastically to all celebrations in the UAE, especially National Day and Islamic religious festivals and events. Older students participate in trips to different countries, which have a profound impact in raising their awareness of global issues.
- There is a focus on the impact of the vision of the UAE and its economic well-being across the curriculum. The range of events organised in the school such as the Global Village, and the International Day, enhances students' appreciation of the wider world.

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

- Students are involved in a wide range of volunteer activities, some in the school and some in the community, for the benefit of different groups of people in need of support. Many support others in school, promote charities and actively seek out groups of people needing help.
- An increasing number of students are involved in initiating their own environmental and recycling projects, or supporting existing ones in the community, for example, the UAE group One Root One Tree.
- The majority of students adopt a serious approach to work, enjoy learning, take part in careers activities, and look for ways to advance their aspirations.

For development:

- Take action to make sure that boys in the secondary phase behave consistently well.

3. Teaching and assessment

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

- In FS and the primary phase, teaching includes varied strategies and multiple approaches to learning that support and meet students' needs. This is not as consistent in the upper grades and years, where not all lessons address, engage or challenge students at the levels of their learning or interest.
- Many teachers ask open-ended questions and extend students' thinking through follow-up questions based on the students' responses. There are excellent examples of young students showing awareness of their own thought processes, encouraged by teachers who help them to think about their thinking.
- The priority set in the previous inspection, for teachers to use assessment data more effectively to challenge students and to deepen their thinking, is not applied consistently across the upper years. When used effectively, there are excellent, inspiring and interesting lessons that engage students in high-level learning skills.
- In the provisional trial US Section, teaching is well intentioned but lacks direction and the specific instructional approaches expected for students in a US program.

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

- Assessment processes are more consistent and reliable in the lower phases. Consequently, teachers' starting points to deliver appropriate challenge and support are secure and not reliant upon the end of phase outcomes.
- Comprehensive analysis of a range of assessments is in place. This is most effective in FS and the primary phase, where the results of internal and external assessments align with outcomes to produce valid status reports and next steps in learning.
- Significant differences exist between the school's phases in the accuracy of the analysis and use of assessment information. In the upper phases, very significant gaps exist. These are in the accuracy of the aggregation of data, and the capacity of leaders and consultant governors to manage the comparison of results appropriately to enable purposeful action.

The use of data to influence curriculum design and implementation is inconsistent. In the secondary and post-16 phases, the adaptations based on assessment information do not meet students' learning needs.

For development:

- Extend the best teaching practices, in relation to the development of students' thinking and independent reasoning skills, to include all students in all subject and all phases.
- Establish clear, consistent criteria for evaluation of students' outcomes that reflect students' attainment and progress. Set accurate, challenging and realistic targets aligned to curriculum standards in the upper phases.
- In the secondary and post-16 phases, and in the provisional trial US section, ensure that data analysis and subsequent target setting are correct, robust and comprehensive in order to provide valid information for students, parents, governors and teachers. Recommendations from PISA, PBTS and TIMSS reports should provide the fundamental basis for enriching teaching, curriculum and assessment, and improving students' outcomes.

4. Curriculum

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

- The curriculum is broad and relevant, and designed to provide an appropriate balance in developing students' skills, knowledge and understanding. High priority is given across all phases to students' personal and social development and, in most cases, to the development of their language and reading skills.
- The curriculum in FS and in the primary phase is very well designed and implemented to meet the ages and stages of development. In all phases, the curriculum is designed to enable students to make purposeful connections across subjects.
- The curriculum is highly effective in ensuring continuity and progress between FS and the primary phase, and increasingly so in the secondary phase. It is less effective between the secondary and post-16 phases, due, in part, to a recent review and change in direction, resulting in a significant number of students who are not well prepared for the next phase of their education.
- In the provisional trial US section, the curriculum design has little visible connection to the needs and aspirations of the students currently enrolled.

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

- The school's curriculum is modified and adapted very well in FS, and in the primary and secondary phases. Leaders are making reasonable modifications in the post-16 phase to address gaps in students' attainment. However, the impacts of these modifications are not clearly evident.
- The curriculum has very strong links to the UAE context. As a result, students' knowledge and understanding of the UAE culture are well enhanced. The curriculum offers a range of opportunities to develop students' entrepreneurial skills. There is a comprehensive list of extra-curricular activities. Personalised modifications enable students to make rapid progress, especially in the lower phases of the school.
- While school leaders work diligently to expand students' leaving qualifications and further education options, the current provision at the upper years and grades, including the provisional trial US section, is appropriate for too few students. Consequently, many of the skills, which students should be developing, are absent, limiting the range of actual achievable pathways that can be open to them. A range of support programmes is in place to help students to make accelerated progress, for example, through reading programmes and learning zones.
- A strong Arabic programme is provided to all children in FS.

For development:

- Review the curriculum in the upper years and grades to ensure continuity and progression in learning for all students, so that they are well prepared for the next stage of their education.
- Ensure that curriculum modifications support students, especially those in the upper years and grades, to make accelerated progress. Ensure that modifications are based on skills, and support students' achievement of viable further education pathways, ensuring that all students gain the leaving qualifications that they need, and achieve equivalency where appropriate.

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 developed a comprehensive and highly effective safeguarding system that ensures the safety and well-being of students and staff.
- Wide-ranging health and safety policies and procedures are in place. The school's excellent buildings and installations provide a safe, secure and healthy environment for students and staff.
- School buildings and external facilities are very well designed and maintained. These provide an excellent learning environment for all students and teachers. Security and supervision levels throughout the campus are very high.

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

- Highly positive relationships have developed between staff and students. The management of behaviour is very effective in FS and the primary phase, but not as consistent for some older students. Attendance and punctuality are generally managed effectively. However, arrangements with parents to ensure students' punctuality do not ensure that all students arrive to school on time. Some older students are often late at the start of the day and for lessons.
- There are effective procedures for identifying students of determination. Targets for improvement are generally long-term and, as a result, they lack the focus for regular assessment checks. However, modifications and adaptations are mostly effective in generating improved progress.
- Assessment procedures are in place to identify students with gifts and talents, and opportunities for them to excel. Guidance on curricular choices is provided from Year 10 onwards, but some advice is confusing to students in the post-16 phase and in the provisional trial US Section.

For development:

- Develop effective procedures to ensure that students are punctual in arriving at school and at all lessons.
- Ensure that targets for improvement for many students of determination are sharper and measured over shorter periods, while also supporting more accessible guidance advice.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders show a very strong commitment to continue to develop inclusion across the school. Effective targeted action and the development of a skilled staff team ensure that all students of determination access high quality support and intervention.
- Accurate identification of students of determination begins early, with input from parents and the use of a range of assessments. Continued development of teachers' skills of identification is critical, so that teachers can recognise a range of barriers to students' learning, especially as students make transition to the upper phases.
- Parents speak very positively about the helpful and supportive work provided for their children. Parents welcome the regular contacts with the school.
- Individual education plans (IEPs) are used effectively to ensure that the modifications and support actions are effective. However, targets for improvement could be sharper and have shorter times for completion. Those students with complex needs have programmes to suit their specific requirements.
- High levels of care, guidance and support ensure that students of determination make consistent levels of personal, social, emotional and academic progress from a range of starting points. They gain the confidence and resilience, which they require to tackle any increasing challenges as they move through the school.

For development:

- Continue to expand training for staff on working with students with complex needs.
- Build identification procedures and IEPs to ensure that smaller steps of progress are measured with clear timelines for achievement.
- Review strategic provision for the students with autistic spectrum disorder (ASD), to ensure that these students are increasingly supported, and have work appropriately modified.

6. Leadership and management

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

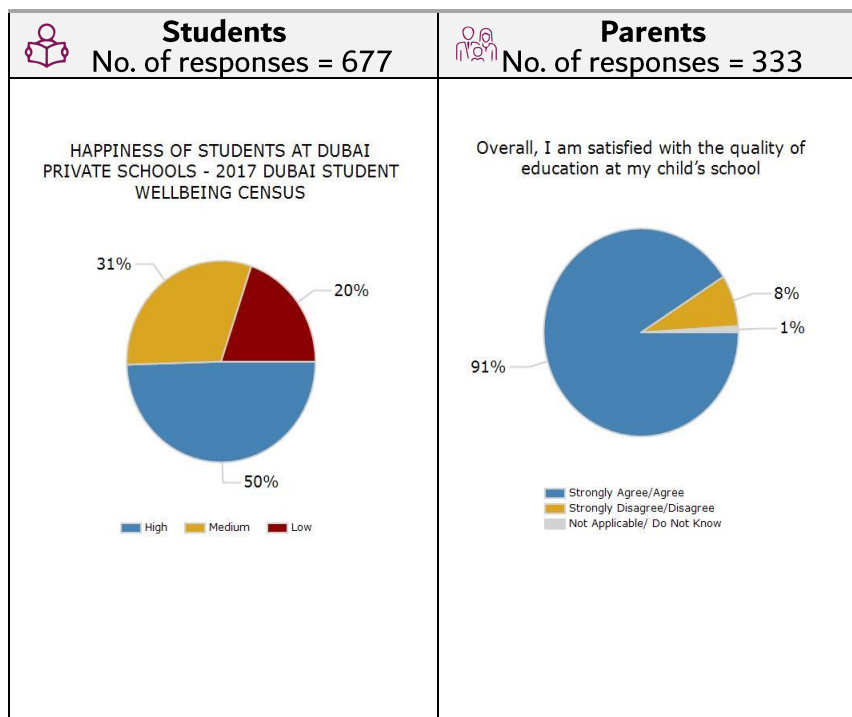
- Senior and middle leaders in FS and the primary phase are highly effective in achieving consistently strong outcomes. They collaborate skilfully to develop collectively-derived priorities such as reading, inclusion and the refinement of co-operative teaching strategies. They assess students to agreed parameters. Relationships are very strong in these phases. In the remaining phases, some department leaders achieve high standards, develop effective teaching approaches, and support some excellent student outcomes in external examinations. However, in the middle and upper years, poorly informed data management structures hinder the common understanding of what is best for students. This is too often reflected in lacklustre and inconsistent teaching, activities in lessons that do not prioritise students' needs, and uninspiring learning experiences.
- In the provisional trial US Section, leaders struggle to adapt to the required provision across the curriculum, and students' achievements reflect this lack of focus. Teaching is often formulaic, taking little account of students' starting points, previous achievement levels and valid formative and summative assessment outcomes.
- Self-evaluation and improvement processes are inconsistent. While these are accurate and valid across the lower phases, this is not always the case across the upper years. This results in inconsistent target-setting processes and rationales across the upper years. The adherence to the data generated has overrated the quality of teaching for effective learning, the levels of students' progress, and the impact of school initiatives. As a result, the validity of the reported gains made in school improvement planning is flawed.
- There are regular opportunities for parents to be actively involved in the school. Parental support is valued and welcomed in a range of informative events, in areas of governance and improvement planning. In FS, highly effective practice is evident in gathering the views of parents. However, parents report that the introduction of the provisional trial US Section was not fully understood or communicated clearly.
- Governance is firmly established and structured. Governors have directed the re-establishment of the parents' channel for more open communications. When viewed against the recommendations from the previous inspection report, governors have not responded effectively enough to assure the accuracy of information that they received particularly in relation to upper secondary and post 16 phases. This is especially notable when considered against the provisional trial US Section, where governors have not held senior leaders accountable for accurate reporting. Without significant adjustment to the current process to assure the quality of information coming to the governing board, further challenges to improvements of students' outcomes in the upper school remain.
- Timetables are designed to ensure efficiency. An increasingly wide range of resources, including learning technologies, enhances students' learning. All teachers are suitably qualified. The premises facilitate access for all. Most learning spaces and displays are bright, attractive and designed to support and celebrate students' achievements. Although teachers are provided with extensive, ongoing professional development, the impact on students' academic achievements is not systematically evaluated.

For development:

- Develop a clear, achievable vision for the upper phases in the school that does not lead to unfamiliar curriculum settings and disjointed assessments being substituted for high-quality provision.
 - Prioritise students' progress as a key element within the school improvement planning process through accurate, consistent and comprehensive internationally compared data for all sections, so that teaching quality can be reviewed and developed accurately.
 - Ensure that governors act decisively from an accurately informed baseline to hold senior leaders to account, and to prioritise students' needs and ambitions.
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The view of parents and senior students

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



 Students	Students report that well-being is very important to a happy and successful life. They value highly the care and support of their parents and teachers. Examinations are a time of worry and concern for almost all of them. Most students express concern with the levels of homework and how little time they have for leisure. Boys, especially, report they would like more opportunities to engage in sporting activities.
 Parents	Most parents are highly appreciative of the quality of education in the school. They report that relationships between their children and teachers are positive and respectful. The issue of cyber-bullying is highlighted by a minority. However, parents report satisfaction with how the school monitors students' well-being. The introduction of the provisional trial US Section and its expectations seem unclear to many parents.

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