

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

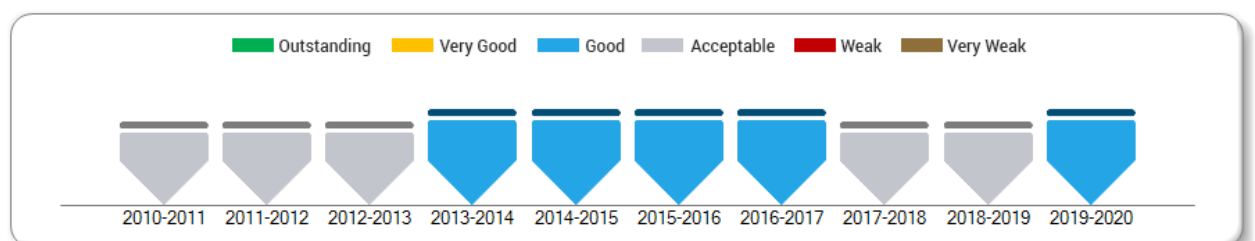
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School Information

General Information	 Location	Al Twar
	 Opening year of School	2005
	 Website	www.starintlschoolaltwar.com
	 Telephone	+97142638999
	 Principal	Durriya Goriawala
	 Principal - Date appointed	7/3/2007
	 Language of Instruction	English
	 Inspection Dates	27 to 29 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-16
	 Grades or year groups	FS1-Year 11
	 Number of students on roll	546
	 Number of Emirati students	94
	 Number of students of determination	28
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	52
	 Largest nationality group of teachers	British
	 Number of teaching assistants	22
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	22%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, CAT4, IGCSE, BTEC
	 Accreditation	PSME, AQUA, Oxford AQUA, BSO
	 National Agenda Benchmark Tests	GL

School Journey for STAR INTERNATIONAL SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Foundation Stage (FS) children's progress in English and primary students' attainment and progress in science have improved. Progress in the English National Curriculum areas of English, mathematics and science is at least good across all phases. Students in Primary and Secondary have developed their learning skills to a good level.
- The personal and social development of all students is a strength of the school. Their relationships, attitudes to learning and self-discipline are positive. Students' understanding of Islamic values and knowledge of the Emirati culture are at last year's high levels, and senior students show a deeper understanding of all aspects. Children in the FS have more age-appropriate responsibilities this year. The older students have a very positive work ethic.

Provision for learners

- The quality of teaching and the use of assessment in Primary has improved this year, and teaching is now of a consistent level across all phases. Specifically, more teachers are providing opportunities for students to collaborate, work independently and effectively use their electronic devices for research and recording of learning. This is deepening students' understanding and improving their thinking skills.
- The curriculum is a good balance of knowledge, skills and understanding. In the FS, graded reading books and the phonics programme support children's reading. Additions to the Primary curriculum include guided reading and science, technology, engineering and mathematics (STEM), which is also offered in Secondary. BTEC studies complement IGCSEs in upper Secondary. Teachers are effectively modifying the curriculum for students of determination. Innovation is a developing feature.
- The provision for health and safety, including child protection, is maintained at very high levels. School leaders continue to ensure that drop-off and pick-up procedures are orderly and safe. Bus transport benefits from a communication system. The high levels of care are resulting in strong student personal development and attendance. Teachers make effective arrangements to support students who are identified with gaps in their learning.

Leadership and management

- The quality of leadership has improved this year. Leaders are having a positive impact on students' achievement and on many areas of provision. They are also improving the accuracy of the school's self-evaluation and the effectiveness of its improvement planning. The enablement of parents to support their children at home remains a strength of the school. Governors now have more effective strategies for evaluating the school's overall performance.

The best features of the school:

- The good teaching and learning, leading to good or better progress, across all phases, in the English National Curriculum subjects of English, mathematics and science
- Students' personal and social development, their knowledge of Islamic values, UAE culture and heritage and their social responsibility in the secondary phase
- The FS curriculum provision, well matched to the Early Years Foundation Stage (EYFS) framework, where every child is included and supported
- The continuing very high levels of safety, child protection and care provided for all students
- The school's commitment to inclusion.









Key recommendations:

- Improve attainment in Islamic education and Arabic by:
 - raising teachers' expectations and planning learning objectives that are rigorously aligned to the appropriate standards
 - accurately building on students' prior learning to support and challenge the different ability groups
 - accurately evaluating and monitoring individual progress.
- Raise students' achievement in all subjects by rigorously aligning the assessment processes to the curriculum standards, using the good practice that exists in English, mathematics and science.
- Maximise the impact of the leaders' expertise on school performance by developing their understanding and commitment to planning for school improvement.

Overall School Performance

Good ↑

1. Students' achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Good	Good
	Progress	Very good ↑	Good	Good
 Mathematics	Attainment	Acceptable ↓	Good	Good ↑
	Progress	Good	Good	Good
 Science	Attainment	Good	Good ↑	Good
	Progress	Good	Good ↑	Good
 UAE Social Studies	Attainment		Acceptable	

		Foundation Stage	Primary	Secondary
Learning skills		Good	Good ↑	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good	Good	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	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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

is above expectations.

- In the 2015 Trends in Mathematics and Science Study (TIMSS), students exceeded the school's targets in mathematics and science. In 2016, students met targets in the Progress in International Reading Literacy Study (PIRLS), and in the 2018 Programme for International Student Assessment (PISA), they significantly exceeded targets in reading, mathematics and science. In successive cycles of GL benchmark tests, most students make the expected progress in English. Most make above the expected progress in science, and a significant majority do so in mathematics. Progress, in relation to the expectations arising from the cognitive ability test (CAT4), is good in English, very good in mathematics and outstanding in science.

Impact of leadership

meets expectations.

- The school is taking appropriate actions to improve students' performance against NAP targets. Information from all sources is effectively analysed. Any identified gaps in performance are addressed by appropriate curriculum modifications. Leaders ensure that information from assessments, including cognitive test results, is effectively used by teachers to plan lessons that meet students' individual needs.

Impact on learning

meets expectations.

- Although their critical thinking skills are not systematically developed, students routinely use these skills in English, mathematics and science. Problem-solving is being taught as a separate subject in Primary and is integrated into some mathematics lessons. Students have many opportunities to demonstrate independence in learning, and they use technology well.

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

For development:

- Raise the levels of performance on NAP tests in all three areas.
- Provide opportunities for the systematic development of students' critical thinking across the curriculum.

Moral education

- Teachers plan interesting lessons, ask thought-provoking questions and encourage discussions. Students develop tolerance as they discuss globalisation, diversity and the differences between themselves and others.
- The school uses a variety of assessment measures that are linked to the Ministry of Education (MoE) standards. Leaders are working to ensure that the subject-specific skills are highlighted and evaluated.
- The school has curricular maps that are closely aligned to the programme units. Visiting speakers are enhancing students' understanding and knowledge of concepts.

The school's implementation of the moral education programme is meeting expectations.

For development:

- Invite more visiting speakers to the school to support the moral education programme.
- Ensure that all subject-specific skills are assessed and that students understand what they need to do to improve.

Reading across the curriculum

- The school is implementing effective practices that are improving reading skills in English. These include the use of targeted intervention and guided reading. In Arabic, such practices are still developing.
- In English, students develop fluency and comprehension skills well, building on firm foundations in early literacy. In Secondary, they develop higher-order skills enabling them to analyse increasingly complex texts.
- Students are becoming avid readers. Most teachers are supporting students to access reading materials in their subjects. The improved library is providing more opportunities for reading in Arabic.
- The implementation of the school's reading policy is enabling students to access learning across most subjects. Collaboration between the English and Arabic departments is in the early stages.

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

For development:

- Provide professional development to systematically equip teachers with the skills needed to teach reading in Arabic.

Innovation

- Students use critical thinking well. For example, they can plan their own investigations in science. They routinely use technology effectively for research and recording of information.
- Secondary students, in particular, are enthusiastic about their involvement in creative, entrepreneurial, environmental and social activities. This helps them acquire leadership skills.
- Teachers in Secondary increasingly set problems or pose questions that enable students to initiate their own research activities and to develop their critical thinking.
- The curriculum is enriched by many opportunities to motivate and challenge students. For example, a digital software provides learning platforms that develop students' skills in robotics and coding.
- Leaders encourage a culture of innovation. This is evident in the successful STEM week, the project-based learning days, the professional training events for staff and the visits to other schools.

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

For development:

- Ensure that opportunities for innovation, including critical thinking, are provided in all subjects, particularly in Islamic education and Arabic.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Internal assessment information does not reflect students' actual achievement in the two phases. Students' attainment and progress remain similar to what they were in the previous inspection. Students demonstrate secure understanding of basic concepts, beliefs and practices. Arab students are making better progress than the non-Arab students.
- The majority of students in Primary and Secondary are developing strong knowledge and understanding of the Hadeeth, Islamic etiquette and Islamic values and principles. However, students' abilities to discuss Islamic concepts and relate them to real-life applications remain underdeveloped.
- Students are developing their skills in referencing the Holy Qur'an and Hadeeth to support their learning. Their skills of recitation and memorisation are less developed.

For development:

- Ensure that internal assessment results reflect students' actual achievements in order to better inform their next steps in learning.
- Provide more opportunities for students to recite the Holy Qur'an in order to improve their recitation and memorisation skills.
- Enhance students' abilities to link what they learn in lessons to real-life situations.

Arabic as a First Language

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

- Secondary students are developing a wider vocabulary, enabling them to speak and write more confidently. They can analyse texts and make connections to real life. Primary students are able to apply the rules of grammar to oral and written language.
- Although students' listening skills are developing, they are not fluent in using classical Arabic. Students' ability to read with accuracy and to infer key ideas from unfamiliar texts is still underdeveloped.
- Although the school is providing additional opportunities to develop reading, students' higher-order reading skills of analysis and inference are not fully developed. Students' written work is of better quality when it is about topics that are familiar to them.

For development:

- Improve students' speaking skills to enable them to articulate their thoughts using extended sentences.
- Improve students' creative and extended writing skills across all phases of the school.

Arabic as an Additional Language

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

- In Secondary, students' vocabulary is narrow, and listening comprehension is their weakest language skill. Across the school, students have limited ability to engage in simple, familiar conversations. Their independent writing skills are not fully developed.
- In Primary, students are developing their understanding of masculine, feminine and plural nouns and are orally using new vocabulary. However, their listening skills are limited, and only a minority can find information from texts.
- Some appropriate modifications are being made to support structured writing for students who are starting Arabic. However, students' overall levels of language are not assessed, resulting in low challenge for them in lessons and in examinations.

For development:

- Raise teachers' expectations of what students can achieve, particularly in the upper primary and secondary phases.
- Provide regular opportunities for students to speak classical Arabic.

English

	Foundation Stage	Primary	Secondary
Attainment	Good .	Good .	Good .
Progress	Very good ↑	Good .	Good .

- Children make rapid progress in the FS, particularly in listening and speaking, from their starting points. Most are learners of English as an additional language. In Primary and Secondary, students make consistently good progress in all language skills, although their reading is stronger than their writing.
- In the FS, children build strong foundations in their knowledge of letters and sounds and in their early literacy skills. Older students make consistently strong gains and achieve well in external examinations, benefiting from personalised teaching and learning. Progress is more variable across the other years.
- Across the school, fluency and comprehension skills have improved through targeted intervention and use of suitably-graded reading materials. The higher expectations of what students can achieve in lessons are having a positive impact on their outcomes.

For development:

- Improve the rate of progress of the students who achieve below the expected level, through targeted intervention that builds on their prior learning.
- Challenge students at all levels to apply their learning.

Mathematics

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

- FS children have developing numeracy skills and make good progress from low starting points. Primary students have a wide range of calculation and problem-solving skills, and this continues into Secondary. All students perform extremely well in external examinations.
- Most students in Primary have considerable ability in calculating and applying their mathematical knowledge to solve problems. Many older students can apply their theoretical understanding to solve complex problems.
- Throughout the school, students can explain their understanding well. However, their recording of outcomes does not always reflect their ability in mathematics.
- Students' critical thinking skills have improved. Students now evaluate and discuss numerical information on a regular basis. They challenge and question one another, and this is having a positive impact on their learning. Their use of learning technology has improved, especially in Primary.

For development:

- Ensure that students, especially in Secondary, make better use of learning technology to enhance and extend their learning.
- Ensure that students' written work consistently reflects their understanding.

Science

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

- In external benchmark tests, most students in Primary and Secondary consistently achieve results that are well above expectations in relation to their age and potential. Work scrutiny and lesson observations indicate that a majority of students are working above these expectations.
- Students make strong progress in developing their knowledge across the physical, chemical and life sciences. By Year 7, they show secure understanding of underpinning concepts, such as describing change of state in terms of kinetic theory.
- Children in the FS show good enquiry and observation skills. Primary students develop a good understanding of fair testing and control of variables, although the size of the groups sometimes prevents hands-on experiences. Secondary students can plan and evaluate their investigations and can critically analyse their own work.

For development:

- Reduce the size of student groups in order to make investigative learning more effective.

UAE Social Studies

	All phases
Attainment	Acceptable

- Internal assessment results show very high attainment, in contrast to what is evident in lessons and recent learning. Most students, across the phases, demonstrate adequate knowledge and understanding of concepts. Secondary students attain at a slightly higher level.
- In Primary, students have appropriate understanding of the earth's resources, such as through studying the Nile in Egypt. Secondary students have an acceptable level of knowledge of commerce in the UAE and are beginning to make global comparisons.
- This is the first inspection that has produced a formal judgment of students' attainment. The school does not sufficiently assess students' presentation, communication and higher-order reading skills.

For development:

- Focus more on developing students' critical thinking and problem-solving skills.
- Make use of the resulting analyses of assessment information to improve students' achievement.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good ↑	Good ↑

- In most subjects across the phases, students are now challenged to think critically and to relate their learning to real-world situations. Their independent learning skills, their use of technology to carry out research and their collaboration in lessons have improved.
- In the FS, children follow routines as they become more independent and confident learners. Elsewhere and in most subjects, students make good use of their knowledge organisers to gain subject-specific vocabulary and to reinforce their conceptual understanding. In the better lessons, students understand the pace of their learning.
- The specialist in-school support is developing teachers' skills in providing opportunities for students to improve their learning skills, but this is happening at a variable rate across the subjects.

For development:

- Ensure that teachers in all the subjects and phases provide opportunities for students to develop the full range of learning skills.

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

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

- Students' behaviour is positive and often excellent around the school. Students understand the importance of a healthy lifestyle and regularly enjoy sports. Attendance is high. Students respect adults and one another and are sensitive to the needs of others.
- In a few lessons in Primary, a minority of students show lack of self-discipline and miss some opportunities for learning. Additionally, in some subjects, students do not consistently take responsibility for improving their work or respond to feedback from their teachers.
- The school is increasing students' responsibility by encouraging them to play roles as reading ambassadors and peer mediators and in supporting the health and safety checks around the school. These activities help promote their life skills and maintain a safe and harmonious learning environment.

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

- Students in all phases display secure understanding and appreciation of the values of Islam. They understand how these values influence aspects of life in the UAE and its contemporary society. This understanding is a particular strength in Secondary.
- Students show high respect for the traditions and culture of the UAE. They can explain some of the strategies used by H.H. Sheikh Mohammed Bin Rashid in developing Dubai and planning for its future.
- Students demonstrate good understanding and awareness of their own cultures and those of their peers. However, they are less aware of the extent of the cultural diversity in Dubai, and the depth of their knowledge of other countries is limited.

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

- Across all phases, students demonstrate a positive work ethic and are keen to improve the quality of their work. Many proactively contribute to the wider community in a variety of ways, including volunteering.
- Secondary students demonstrate strong leadership skills and participate in a range of extra-curricular activities and clubs. Students are reliable and can generate innovative ideas but need help in carrying them through.
- Students in the secondary phase demonstrate a deep understanding of sustainability. They are aware of global and local environmental issues, such as global warming and the fires in Australia. Their work on environmental projects is helping reduce energy consumption in the school.

For development:

- Improve students' awareness of world cultures by providing them with cultural awareness programmes.
- Plan appropriate projects for Primary students to develop their innovation skills.

3. Teaching and assessment

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

- The majority of teachers use their wide knowledge of students' performance and ability to prepare work that meets their learning needs. Occasionally, however, there is insufficient challenge for the most able students. In Arabic, expectations are low, and the pace of work is sometimes slow.
- Most teachers provide a wide range of interesting activities and develop students' use of subject-specific vocabulary. They use group work effectively in lessons, but the shortage of resources in a few subjects means that groups are sometimes too large for effective learning.
- Primary teachers' understanding and use of assessment information have improved. Their questioning now promotes discussions that stimulate students' thinking. Many students can provide detailed explanations of what they learn. Discussion is less developed in Islamic education.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good ↑	Good

- Assessment processes for the English National Curriculum subjects are effectively linked to the standards and assessment requirements. The school has begun to use the MoE standards for the mandated subjects, but the assessments are not robust and do not provide secure data for the effective tracking of progress.
- The school has developed a system that collects all the assessment information for individual students. Its use is enabling the early identification of students' areas of concern and allowing effective interventions to take place.
- Teachers know their students well and give them constructive feedback on their work. In all phases, most teachers are now using assessment data effectively to plan lessons to meet students' learning needs.

For development:

- Ensure that assessment processes are more consistent and accurately measure attainment and progress, in line with the adopted standards of each subject.

4. Curriculum

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

- The curriculum, in all phases and most subjects, is broad, balanced and thoughtfully planned. It is successful in motivating students and in responding to the wide range of needs represented in the school. In the FS, the curriculum provides personalised learning that enables children to build strong foundations for future progress.
- In most subjects, curriculum planning ensures that students make smooth transitions between the year groups within each phase. However, it is less successful at the point of transition between the primary and secondary phases. The school provides suitable learning pathways for older students.
- The improved cross-curricular links and project-based learning have had a positive effect on students' transfer of learning and application of learning in unfamiliar contexts. The introduction of STEM provides further opportunities to develop students' skills of innovation and creativity.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Good	Good

- The school is increasingly successful in providing a curriculum that is modified to meet the needs of almost all groups of students. In only few lessons, the tasks are insufficiently adapted to meet individual learning needs. In the FS, children benefit from a range of stimulating and well-focused activities.
- Students receive many opportunities within the curriculum to develop their thinking and investigative skills. They participate in imaginative projects and events in the local community that promote enterprise, innovation, creativity and social contribution.
- The curriculum enables students to gain a strong understanding of the values, culture and history of the UAE. These aspects are successfully integrated across most subjects and promoted through national celebrations.

For development:

- Provide greater continuity and progression in learning between the primary and secondary phases.
- Ensure that the curriculum planning in Islamic education and Arabic provides better progression in knowledge, understanding and skills.
- Ensure that the curriculum is consistently modified in lessons to meet the needs of all groups of students.

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

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

- The school has comprehensive child protection and safeguarding procedures. Staff are well trained, and any issues are addressed promptly. Communications between school and home are good. Concerns are rare and are dealt with promptly and sensitively.
- The buildings and grounds are maintained to a high standard, and improvements are quickly implemented. Lifts and ramps ensure easy access for all students and adults. Procedures to ensure cyber safety are very good, and staff and students are aware of the risks and how to deal with them.
- The clinic is very well managed, and staff deal with students' problems effectively. The school is active in promoting healthy eating and physical fitness. Transport to and from school is well organised, and improvements have been made in ensuring the safe student drop-off and pick-up by parents.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Good	Very good ↑

- The school operates in an atmosphere of mutual respect, where relationships between staff and students are very positive. Students understand and follow the school's code of behaviour. The rigorous monitoring systems support high rates of attendance and punctuality.
- Thorough and detailed procedures support the accurate identification of students of determination and the few students with gifts and talents. The experienced specialist staff work closely with class teachers to ensure that the needs of most students are met.
- The well-being of all students is a priority for the school. Individual attention is given to all children in the FS. Students have access to a range of personal and academic advice from teachers and the school counsellor. Senior students receive useful guidance on future courses and career pathways.

For development:

- Accurately identify and effectively support all students with gifts and talents.
- Ensure that support consistently meets the needs of all students of determination in all subjects.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders and governors are committed to inclusion. Provision is well led by the experienced coordinator, who receives regular advice from the inclusion governor and champion.
- A range of assessments identifies barriers to learning and includes initial reports from outside specialists, which are funded by the school. Specialist teachers and learning support assistants provide focused interventions. The school has identified an initial number of students with gifts and talents.
- Partnerships with parents are productive and positive. They receive weekly reports on their children's progress and attend regular formal meetings to discuss the individual education plans (IEPs). Parents are pleased with the quality of the support and personal advice their children receive.
- The IEPs are appropriately detailed. Almost all teachers use them to provide tasks that match students' needs. Most IEPs clearly indicate the necessary areas for support and focus well on specific prime areas for development. However, not all include clear starting points and next steps to success.
- The inclusion team and class teachers support most students well, enabling them to make good progress. There is an appropriate balance between in-class and individual support. In few lessons, progress is less rapid, especially when the teacher is unable to adapt the lesson to meet students' needs.

For development:

- Review the IEPs to ensure that they all provide clear, measurable steps towards identified learning objectives.
- Improve the progress of students of determination by ensuring that all teachers take account of their individual needs when planning lessons.

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	Good

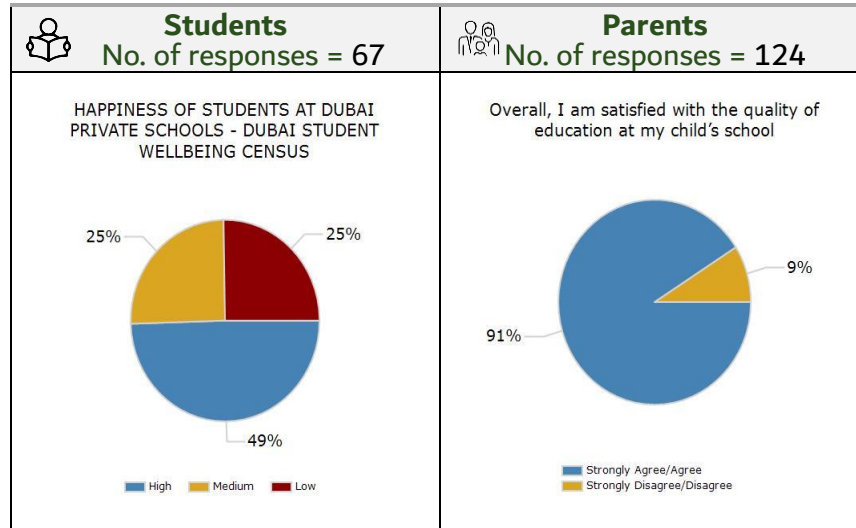
- The school ethos permeates the environment and guides the school community. The new leaders complement the existing understanding of best educational practices. A strong learning culture is developing. Roles and responsibilities are appropriately distributed, but phase specific roles are developing. The lines of communication are clear and facilitate the flow of information. The effective leadership has secured improvements, particularly in English National Curriculum subject areas. Leaders are committed to inclusion, and the school is fully compliant with statutory requirements.
- The processes for self-evaluation and action planning are thorough and make use of all available evidence. The monitoring of teaching is effective in evaluating the impact of professional development and forms part of a comprehensive staff development policy. Opportunities are missed to record the evaluation of students' achievement in lessons. In some subjects, the link between teaching strategies and progress is absent. The school's action plan is shared and monitored regularly. Improvements have been made against last year's recommendations.
- Parents are fully involved in school events. The expertise of the parent body does not yet inform strategic planning. Communication with parents is regular and informative, and it helps them support their children at home. Teachers respond promptly to resolve any unforeseen issues. Reports to parents are regular and detailed. They provide next steps in learning and helpful guidance on their interpretation. Students have some innovative involvement in the community, which is supporting their learning.
- The composition of the governing body is wide and includes representatives of the owners. It is involved in the school's self-evaluation and development planning. There is a regular pattern of meetings, visits to classes and collection of feedback from students. Governors are informed about some elements of students' achievement and the school's performance. They have set targets this year for the principal, including progress against inspection recommendations. They support the school by providing appropriate resources and by ensuring that all statutory requirements are met.
- The school has improved learning by appointing experienced staff and developing the middle leadership team. A comprehensive performance management system supports the professional development of staff. The library has been refurbished, and a large number of books has been purchased. A lift has been installed, and leaders have supplemented the Bring Your Own Device (BYOD) system with 52 school devices. The unreliable internet access and the lack of classroom resources, such as in Islamic education and science, are delaying students' use of technology in learning.



For development:

- Give more emphasis to the inclusion of cross-phase and cross-subject planning for school improvement.
- Ensure that all subject areas have equally rigorous procedures for evaluating and monitoring students' achievement.

Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Most students report that there are staff in whom they can confide and that they are cared for in the school. Most state that they feel safe at school. Nearly all report that they have good attitudes to learning and can persevere with tasks. A minority state that they have experienced some form of verbal bullying this year, but that issues were dealt with quickly. These views are supported by the inspection team.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents who responded are satisfied and state that the school listens and responds to their views. They believe that they have the information to support their children's learning at home. Nearly all feel that their children are kept safe. They believe that their children have strong relationships with their teachers and fellow students, and that on-going bullying is not an issue. These views are supported by the inspection team.

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

