

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

**Inspection Report
2018-2019**

**The English College
Dubai**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents, teachers, and senior students.....	20

School Information

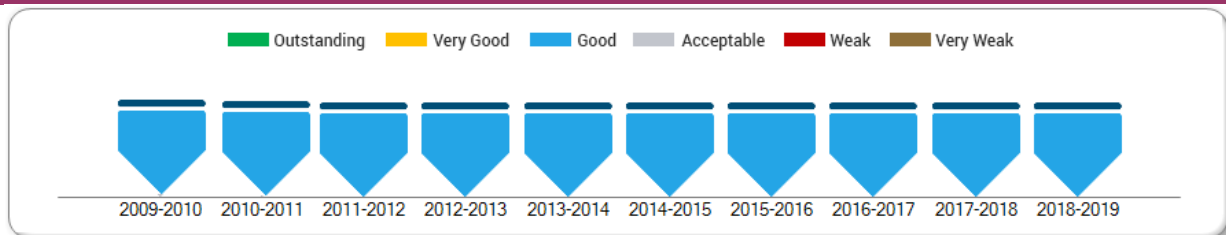
General Information	Location	Al Safa
	Opening year of School	1992
	Website	www.englishcollege.ac.ae
	Telephone	043943465
	Principal	Sir Gregory Michael Martin - interim
	Principal - Date appointed	12/6/2018
	Language of Instruction	English
	Inspection Dates:	18 to 21 March 2019

Students	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1to Year 13
	Number of students on roll	748
	Number of Emirati students	13
	Number of students of determination	77
	Largest nationality group of students	UK

Teachers	Number of teachers	80
	Largest nationality group of teachers	British
	Number of teaching assistants	8
	Teacher-student ratio	1:10
	Number of guidance counsellors	0
	Teacher turnover	33%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE/IGCSE, A Level
	Accreditation	N/A
	National Agenda Benchmark Tests	GL, IBT

School Journey for The English College Dubai



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

- The GCSE results are very high in almost all subjects. Outcomes in most subjects in the post-16 phase are good, and A-Level results in mathematics are outstanding. In the primary phase achievement is very good in a majority of subjects. Achievement overall in the Arabic languages remains acceptable with some weak outcomes.
- Students' behaviour, attitudes to learning and relationships are exemplary. They have a strong sense of personal responsibility for learning and their understanding of Islamic values and culture is enhanced by an appreciation of how they impact in everyday life. Students are tolerant of others and work well together. They are often innovative and creative as displayed through their well-planned enterprise projects.

Provision for learners

- Most teachers have secure subject knowledge and are skilled in questioning and promoting learning. In almost all subjects, students are challenged to become critical thinkers and problem-solvers. The school monitors and assesses students' progress and attainment very well, especially in the upper phases. Teachers use assessment data, alongside social and personal information, to differentiate learning tasks for all students.
- Innovative changes are now in place in the primary phase to accelerate students' progress. The curriculum includes a wide choice of subject options and effective cross-curricular links. Curriculum modifications are effective in most subjects to meet students' academic and personal requirements, including students of determination. The school is working on ensuring a more seamless transition of the curriculum from the FS to Year 1.
- School policies and procedures, including safeguarding, child protection and cyber bullying are comprehensively applied and systematically checked. Medical staff monitor students' health and physical well-being on a regular basis. Students' support and care is given a high priority by individual tutors and senior leaders. The identification of students of determination is accurate.

Leadership and management

- Leaders' in-depth and carefully recorded monitoring of teaching and learning is a significant factor in securing effective school improvement. Improved communication and more opportunities for staff to take individual responsibility, are improving morale. Leaders recognise that future school improvement planning will require attention to changes which will have a positive effect on students' outcomes as well as the overall performance of the school.

What the School does Best:

- Students' excellent personal development, their eager participation in their learning and the use of well-developed learning skills to solve problems.
- The school's inclusive ethos and the outstanding quality of care, support, and protection shown for all students.
- Very good improvement planning, which enables the school to secure outcomes that are above expectations for the National Agenda Parameter tests.
- Students' very good achievement in many subjects and particularly the outstanding attainment, and progress in mathematics in the secondary and post-16 phases.
- A curriculum that offers balance, enrichment and continuity in learning for all students of all abilities and is well adapted to meet the needs of the two merged schools.







Key Recommendations:

- School leaders should ensure that:
 - all improvement plans specify clear and achievable targets with identified leaders accountable for their accomplishment
 - members of the governing body are fully engaged with senior leaders in school improvement planning.
- Improve students' attainment and progress in Arabic in all phases by:
 - raising teachers' expectations of what students can achieve
 - consistently using the appropriate curriculum standards to track students' progress
 - planning stimulating lessons, which meet the needs of different groups of students
 - ensuring that all students respond to teachers' comments in the marking of their work, including the completion and re-drafting of written work when required.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

The effectiveness of leadership			Good	
School self-evaluation and improvement planning			Very 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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

The School's Progression in International Assessments **meets expectations**

- Results in the Programme for International Student Assessment (PISA) tests in mathematics increased significantly between 2015 and 2017. Science results remained broadly the same. Reading scores dropped slightly in 2017. In the Trends in International Mathematics and Science Study (TIMSS) tests, Year 9 students' mathematics scores increased between 2011 and 2015, while the science scores dropped slightly. Taken together, these scores indicate good progression overall.

The Impact of Leadership **is above expectations**

- Senior leaders carry out a thorough analysis of N.A.P. results and develop an appropriate action plan. They have been successful in maintaining high standards in some phases, in English, mathematics and science alongside improved attainment in others. Internal assessment results are broadly accurate. Appropriate assessment underpinned modifications to the curriculum and teaching are ongoing with early signs of positive impact.

The Impact on Learning **is above expectations**

- Teachers support students in the development of their critical thinking skills. For example, students regularly extract information and analyse texts in English lessons. Teachers also plan activities that promote independent learning and research, though these are more variable. Some short internet searches are carried out in science. Overall, students' higher-order thinking skills are well-developed.

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

For development:

- Improve results in the N.A.P. tests in English, mathematics and science so that a higher proportion of students achieve beyond their measured potential.
- Ensure that the drive for improvement in the primary N.A.P. tests and international benchmark tests are implemented rigorously.

Reading Across the Curriculum

- In external examinations, students achieve high standards in reading in English by the end of Year 11. However, students' reading skills in Arabic remain underdeveloped.
- In subjects taught in English, students develop very good skills in reading for understanding and in extracting information for different purposes.
- A temporary library in the primary phase supports reading well, but the senior school library remains underdeveloped. The school does not have a librarian to support the development of reading across the curriculum.
- The primary and secondary literacy coordinators emphasise the importance of developing reading in all subjects. However, there is limited collaboration between the subject leaders of Arabic and English.

The school's provision for improving reading across the curriculum is emerging

For development:

- Ensure that leaders raise the profile of reading across the curriculum across all phases and, in particular, improve standards of reading in Arabic.
- Improve the school libraries so that they provide students with stimulating and well-resourced centres for developing a love of reading.

UAE Social Studies

- The UAE social studies curriculum is comprehensively planned, well-resourced and adapted to cater for the needs of all students. It is developed to a higher level in the secondary phase.
- Across the school, students interact and collaborate purposefully while exploring the concepts of the UAE social studies curriculum.
- Work in lessons and in books, indicates that levels of attainment of the majority of students are above expectations, and strongest in the secondary phase.
- Accurate internal assessment information indicates that the majority of students in the secondary phase make better than expected progress. In the primary phase, students' typically make expected progress.

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

Innovation

- Most students are highly skilled at using various forms of technology, including their mobile phones, to research and find facts to answer specific questions.
- Across the school, students are enthusiastic about their involvement in creative, entrepreneurial, environmental and social activities. This helps them acquire strong leadership skills.
- Teachers encourage project work through science fairs and special project days, to develop students' innovative and entrepreneurial skills.
- The curriculum provides a range of opportunities for students to develop innovative, entrepreneurial and designing skills.
- Leaders create interesting 'missions' for innovation and new approaches are being used as central themes within the revised schemes of work.

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	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students in the primary phase demonstrate a better understanding of the Holy Qur'an and Dua'a. In the upper phases of the school, students are enthusiastic in demonstrating their understanding in real-life contexts and debating issues related to Islamic culture and values.
- Students' have a stronger understanding of Islamic beliefs and values compared with their knowledge of the Prophet Mohammed's (PBUH) Seerah. However, students lack the depth of knowledge, understanding and skills that are obtained by reading the biographies of the companions and other Muslim figures.
- Older students are adept at using applied learning skills, especially critical thinking, to respond independently to challenges. Primary students are gradually becoming more independent thinkers, able to communicate effectively, the key messages of their work.

For development:

- Continue to improve students' critical thinking skills and their ability to make links to real life situations, especially in the primary phase.
- Provide all students with different choices and levels of memorization of the Holy Qur'an

Arabic as a First Language

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

- Most primary and secondary students understand simple and compound sentences, and the more able students demonstrate stronger reading comprehension and writing skills. In the post-16 phase too many students are unable to plan and draft writing in an age-appropriate way for different purposes.
- In the primary phase, students read and analyse short stories, but speaking and creative writing skills are less well-developed. At the post-16 phase, students listen and understand the implicit and explicit meanings of texts. They encounter difficulties in speaking classical Arabic and in producing cohesive ideas in writing.

- The regular use of reading books and the re-drafting of students' written work following teacher feedback is contributing to acceptable student achievement in reading, comprehension and writing skills in the primary phase. This process is yet to be fully embedded in the secondary and post-16 sections of the school.

For development:

- Use assessment information more rigorously and accurately to plan tasks in speaking, reading and writing against Ministry of Education (MoE) age-related curriculum standards.
- Provide more opportunities for students to increase and practice a wide vocabulary through regular reading activities.
- In line with other subjects, students should continue to redraft their work to show improved achievement and pride in their work.

Arabic as an Additional Language

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

- Primary students have stronger listening skills and improving reading and writing skills. Many secondary students respond well to questions about familiar and unfamiliar topics, but their use of grammar and its application in speaking and writing, is insecure.
- All students are able to answer direct questions and provide personal information. Too few speak with confidence and participate actively in informal discussions, especially in the secondary phase. Independent and creative writing skills lack richness and precision in terms of vocabulary and structure.
- New initiatives to in the secondary phase to set students according to their ability and everyday use of Arabic, is helping students to become more engaged in their learning. However, students are not provided with enough opportunities to become resilient and independent learners.

For development:

- Increase the opportunities for the development of independent reading and creative writing skills, particularly in the secondary phase.
- Improve students' speaking, reading and writing skills by raising teachers' expectations of what students can achieve.

English

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

- Older secondary students achieve well above average GCSE results. Students' verbal reasoning skills are high. These, together with students' GCSE performance, indicate that more rapid progress should be made in the post-16 phase. Assessment information shows that a minority of students at Key Stage 3 are underperforming.

- Primary students consistently develop very good reading comprehension skills that enable them to appreciate a wide range of literature. They write expressively and use language for different purposes, such as in creative and persuasive writing.
- A large majority of all students are confident, articulate speakers who express critical opinions on a wide variety of topics. By Year 11 almost all students write fluently, demonstrating sophisticated levels of analysis in both literature and language.

For development:

- Ensure that all Key Stage 3 students achieve their full potential by working at the levels and pace, which will accelerate their progress in preparation for later examinations.
- Ensure that the rate of progress of all students in the post-16 phase is consistent with their potential.

Mathematics

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

- Most students make rapid progress in all phases and attainment is high. Results at IGCSE are consistently very good or better, as are external benchmarking test results. Recent initiatives have raised students' A-level performance to outstanding.
- By the end of the FS, children are confident when counting and weighing objects. Very good progress in number, shape and data handling improve as students get older, as do reasoning and problem-solving skills. Post-16 students' skills in advanced mathematics are particularly well developed.
- There has been a successful focus on developing problem-solving skills, though these are less well-developed than students' reasoning capabilities. Further attention is being given to aspects of geometry, measurement and probability. Tests that measures academic potential show that in the secondary and post-16 phases, girls make better progress than boys.

For development:

- Ensure that all groups of students in the secondary and post-16 phases, make equally rapid progress.
- Increase students' skills and competencies in problem-solving and investigations.

Science

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

- The school's IGCSE results are very good and reflect students' general inquisitiveness and their abilities to work scientifically. This starts well in the FS and progresses across all phases because of students' enjoyment of testing their predictions in well-designed experiments.

- Major strengths throughout the school in science are the use of local contexts and students' ability to use scientific language. For example, the testing for pollution in the Ras Al Khor Wildlife Sanctuary, motivates secondary students to develop their practical skills in volumetric analysis.
- Inspirational and innovative teaching in some secondary science lessons helps students to achieve high standards and meet the rigorous demands of the courses. Post-16 students' written work is not well structured or done consistently to a high enough standard, reflected by lower outcomes in the A -level examinations.

For development:

- Develop and implement a more structured homework programme, to help lower attaining students practice their scientific skills and prepare them for future lessons and learning.
- Accelerate progress to raise achievement in the A-Level examinations.

Learning Skills

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

- Almost all students are fully engaged and enjoy learning. They collaborate very well in most subjects. Most students are aware of their strengths and the progress needed to achieve their targets. Learning is too often passive in Arabic lessons.
- Across almost all subject areas, students relate their learning to everyday life when solving problems. They make connections between subjects, for example, applying mathematics in science. Examination successes across a wide range of subjects are attributable to the students demonstrating high levels of independent learning and creative thinking.
- The use of digital technology to enhance learning is a developing feature in the school. Students are able to navigate to a website from the FS upwards. Most students are progressively developing their research and critical thinking skills as they move through the school.

For development:

- In line with other subjects, develop students' skills in independent learning and creative thinking in the Arabic languages.

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

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

- Students' behaviour, attitudes to work and relationships are exemplary. Their personal development is a strength across the school. Students show tolerance and thrive on critical feedback. They possess a strong sense of personal responsibility for their own learning.
- Most students are sensitive to the needs of others and, through a new mentoring programme, show their willingness to support their peers. They are aware of the importance of maintaining a healthy lifestyle and enjoy the wide range of sports activities provided by the school.
- Bullying is rare in the school. The attendance of students is very good across all phases. Students enjoy coming to the school and their punctuality to lessons has improved significantly. They understand the links between regular attendance and personal achievement.

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

- Students' understanding of Islamic values makes a positive impact on their everyday life. This extends further to their behaviour and the prevalent tolerance of differences and respect for others throughout the school. This is particularly strong in the post-16. phase
- Most students are knowledgeable and understand the heritage and cultural influences on contemporary life in the UAE. They involve themselves in a range of cultural activities and are able to discuss various aspects of the UAE history and traditions with knowledge and competence.
- The school's multicultural and international community enables students to improve their knowledge and learning about global citizenship and cultures other than their own. They embrace opportunities learn about cultural similarities and differences through other students, the curriculum and by attending activities in the local community.

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

- Students understand their responsibilities to contribute to the life of the school and the wider community. They show consideration to others. The increased leadership opportunities for older students and the value placed on their opinions, make a difference to the life of the school.
- Most students have a very positive work ethic and take pleasure from purposeful and creative activity. Older students take their responsibilities seriously and lead others confidently. Students are innovative and creative and continually make a positive social impact through their well-planned enterprise projects.
- As students move through the school, they develop an insightful understanding of environmental issues, including sustainability. They actively seek ways to care for and to improve, their school environment. Their initiation and involvement in projects to improve the environment is a growing feature.

For development:

- Improve students' skills of enterprise and innovation in the FS and primary phases of the school.

3. Teaching and assessment

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

- Most teachers have very good subject knowledge, which they use to plan very effective lessons. Teacher planning in the FS does not always sufficiently provide for relevant learning opportunities for all children. Teaching in Arabic does not meet the learning needs of all groups of students.
- Most teachers are skilled at questioning and promote learning very well. The very positive demands made by teachers in almost all subjects, develop students' thinking and their analytical approach to problem-solving.
- The emphasis teachers place on the use of language and UAE contexts for learning, promotes effective engagement in many lessons. There is a developing trend for students to be innovative and creative in their learning.

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

- The school's systems for assessing students' progress and attainment are well designed, particularly in the secondary and at post-16 phases. Full account is taken of the Early Years Foundation Stage (EYFS) goals in the FS and appropriate curriculum standards in almost all subjects.
- The analysis of assessment information is particularly strong in the upper phases. Across all phases, most teachers use assessment information to plan learning tasks suited to different groups of students. This aspect is underdeveloped in the FS and primary phases, and in Arabic.
- Improvements in assessment, for example in testing in mathematics, are promoting more effective revision. Teachers of Arabic are collaborating with other schools to produce reliable internal measures of students' progress. However, this is in a very early stage of development.

For development:

- Raise teachers' expectations of what students can achieve in Arabic and improve teaching strategies, by including the use of relevant assessment information to meet the needs of all groups of students.
- Ensure that in the FS and primary phases, full use is made of assessment information to meet the learning needs of all groups of students.

4. Curriculum

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

- Regular reviews ensure that the school's curriculum has vision and direction. It builds on the National Curriculum of England and features all relevant subjects. Innovative changes are being made to the upper primary years to accelerate students' progress.
- The planning of coherent links between subjects is a notable strength in the primary curriculum. Provision in these years has been enhanced by the introduction of specialist teachers in the core subjects and in Spanish and French.
- There is good continuity in learning between the phases in most subjects, particularly in mathematics. Plans are in place to improve transition from the FS to Year 1. A broad range of curriculum choices in all phases largely meet students' needs and their career aspirations.
- Moral education is taught in discrete 50-minute lessons and tutorial periods every week. It meets statutory requirements.

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

- There are effective adaptations to meet students' academic and personal needs. Students of determination and those with gifts and talents, thrive as a result of this. In the FS, adaptations ensure the curriculum is interesting and accessible to all groups of children.
- The curriculum offers many opportunities for students to develop and extend their thinking and investigative skills. Most participate regularly in activities that promote enterprise, innovation, creativity and social contributions. A wide range of extra-curricular activities support students' personal, social and physical development.
- Students gain a very good understanding of the values, culture and heritage of the UAE. Learning experiences are embedded across most areas of the curriculum, including Islamic education, social studies, and celebrations of national festivals.
- Arabic is not taught in the FS.

For development:

- Ensure that plans to improve continuity and progression in children's learning as they move from the FS to Year 1 are fully implemented.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- All school policies and procedures, including safeguarding, child protection and cyber bullying are comprehensive and reviewed regularly. They are effectively communicated to stakeholders and consistently implemented by staff to ensure that students are safe and protected from any form of abuse.
- Students' awareness of healthy lifestyles and their physical well-being is monitored on a regular basis by the medical staff. Advice is provided where necessary. The school provides a hygienic, safe and inclusive environment. When needed, all students are provided with appropriate support from staff and designated peers.
- Procedures for the maintenance of premises, facilities and resources are very effective and include regular and systematic safety checks. The school has responded promptly, by introducing additional measures, to address identified safety risks arising from the extensive rebuilding programme.

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

- Excellent relationships between students and staff result in a climate of mutual respect and cooperation. Systems for managing behaviour are highly effective. They are understood and followed by the school community. Procedures to support regular attendance and punctuality are efficient and highly effective.
- Accurate procedures for the identification of students of determination and those with differing needs, ensure they receive very good levels of support. In only a few lessons is support not consistently provided.
- The careful monitoring of students' academic and personal development is given a high priority, and students receive strong care and support from tutors and senior leaders. In preparation for higher education and future careers, high-quality guidance is provided for older students.

For development:

- Carefully monitor all aspects of the school's rebuilding programme to ensure that the safety of students and staff is paramount at all times.
- Ensure that in all lessons, support for students of determination is matched to their learning needs.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- A caring and inclusive culture is embedded across the school. The school leaders, governors and special educational needs coordinators share a commitment to driving improvement and providing high quality provision for students of determination.
- Effective procedures are in place to secure the accurate identification of students' needs. A range of specialised assessments are used to identify individual barriers to learning. Since the previous inspection, an increasing number of students with gifts and talents have been identified.
- There are very positive and close partnerships with parents who are fully involved in reviewing, forming and setting their children's learning goals. Parents are very pleased with the quality of communication and the support provided for their children.
- Individual learning plans are precise and identify the most critical needs of students. Most include clear strategies and measurable goals with regular updates on progress. In a few lessons, these goals are not always taken into account when planning the modifications necessary to meet individual student's needs.
- Overall, students of determination make very good progress towards achieving their individual goals. When students and class teachers receive support from the inclusion team, progress is consistently high. In a few lessons, progress is slower because the plans contain insufficient detail about the support to be given.

For development

- Ensure teachers in all subjects take account of the individual needs of students when planning and delivering lessons.

6. Leadership and management

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

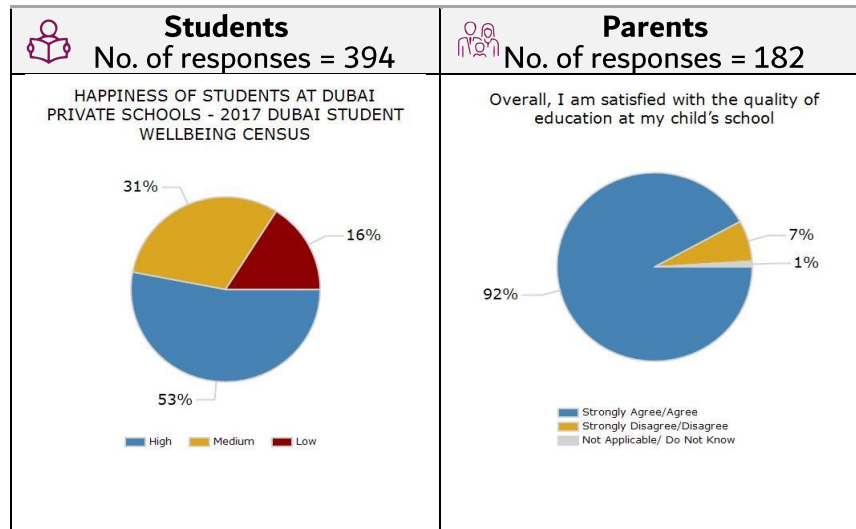
- Senior leaders have a clear vision for the future development of the school. They have made an excellent start with the amalgamation of both schools. The recent initiative to remodel leadership is showing early success. The wider sharing of responsibility and accountability is engaging staff more fully in the drive for improvement. As a result, morale is high and the most recent improvement plans show increased rigour and a sharper focus on student outcomes.
- Leaders show significant strengths in the systematic gathering and analysis of assessment information in evaluating performance and planning improvements. Leaders have an in-depth understanding of the quality of teaching and learning. Reviews of the effectiveness of subject departments are mostly accurate. Monitoring and self-evaluation in the secondary phase are presently stronger than in the primary phase.
- Parents are highly supportive of the school and are active partners in their children’s education, including procedures for homework. They are well informed about the work of the school and feel valued. They praise the community ethos of the school and the caring relationships between staff and students. They agree that the transition procedures for the schools’ amalgamation have been seamless. Leaders are committed to the full involvement of parents within the life of the school.
- Governors have addressed a previous recommendation by including wider local representation, with an increased range of experience, on the governing board. Governors are well informed of the school’s performance and procedures are in place to evaluate outcomes, such as the impact of action to raise attainment and progress in Arabic. Governors recognise the need to include their long-term building programme targets alongside their whole school development action plans.
- Efficient day-to-day management processes ensure that the school runs smoothly. Inevitable disturbances during the construction of the new building are minimised. Well-qualified teachers and support staff are appropriately deployed. The purpose-built premises and outdoor spaces in the lower school, provide a new and exciting learning environment for younger students. Other specialist facilities provide stimulating learning environments that have a positive impact on students’ achievement in many subjects.



For development:

- Ensure that the governing board and school leaders monitor the impact of the amalgamation of the two schools with precision and act with immediate effect to remedy any outcomes that cause concern.
- In prioritising initiatives in school development planning, ensure that action plans have clear, achievable targets and measurable evaluations of impact.

The Views of parents and senior students

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



 Students	<ul style="list-style-type: none"> High numbers of students are happy and satisfied with life at home and at school. They state that they have positive relationships with adults at school, especially with their teachers. Although positive about their academic work some students state that they are not always absorbed in their activities. There is a strong awareness of health and fitness and all students say they feel safe in school.
 Parents	<ul style="list-style-type: none"> Almost all parents are positive about the quality of education their child receives and that the school is inclusive. They agree that teachers support their children, who are safe at the school, and teach them appropriate skills. A few commented about incidents of bullying, which were not supported by inspection findings. A number of parents are not happy with the merger of the two schools. However, inspection findings present strong leadership that is helping a very positive transition.

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